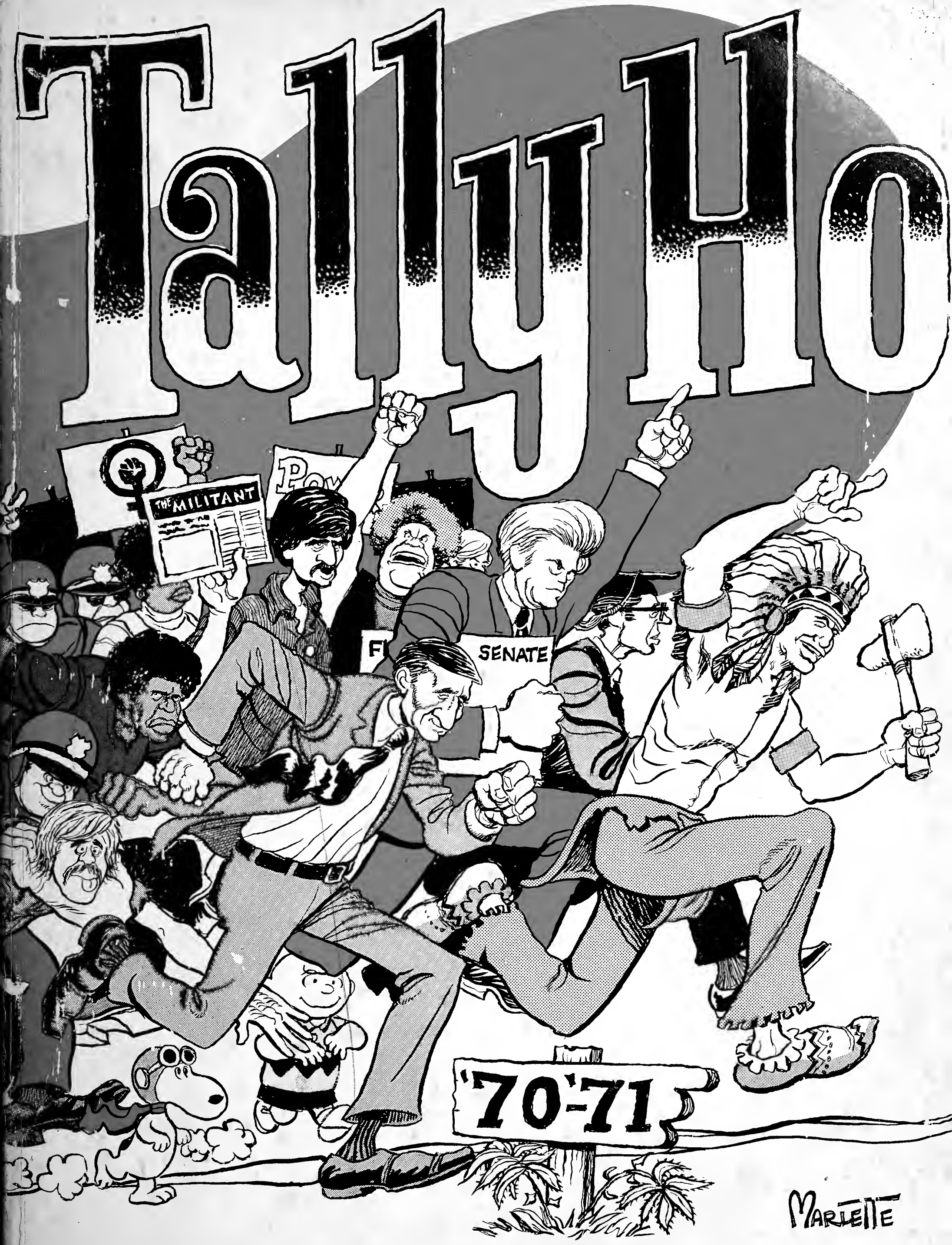
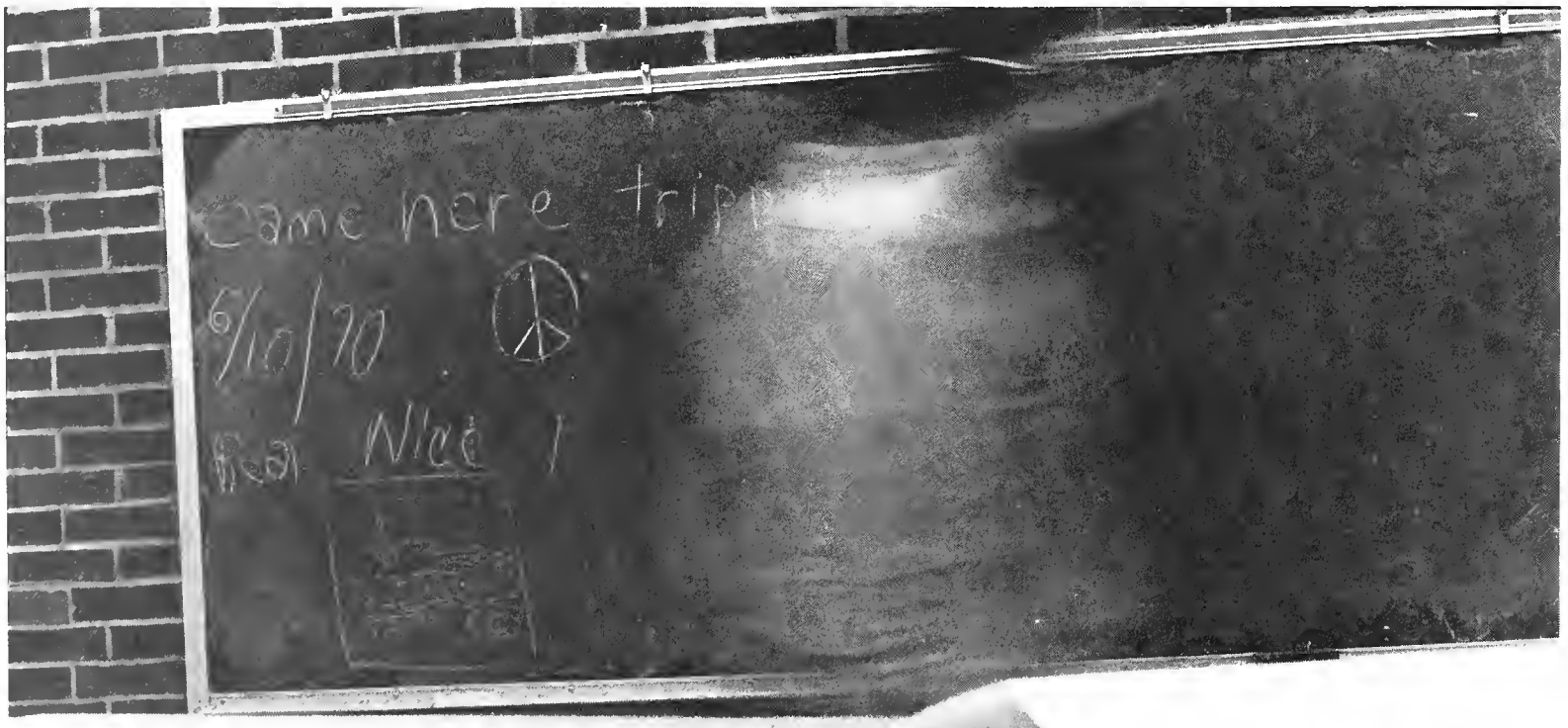
Tallyho



MARIETTE

"This place (FSU) is amazingly hip, you know. I mean, here we are in Swampville."
joan baez



Hental 70

Tally ho 1971

Florida State University Volume 24

The yearbook is dead

The fact is, like it or not, we have outlived it.
It died somewhere between bobby sox and Vietnam,
somewhere between booze and dope,
somewhere between Guy Lombardo and the Beatles.
It died sometime between those days when college life was
full of rah-rahs, pom-poms, boola-boolas, class teas,
pep rallies, and freshman beanies... sometime between
those days and now.
Producing a yearbook then was a fairly routine task---
organize the class sections and the clubs,
organize the Greeks,
organize the academe,
organize the organizations,
organize them all.
Photograph them,
paste them up,
print it
and sell it to them.
Everyone was certain to want one because they were in it,
right? And then there would be a big annual signing
party, so you could fill up the half-dozen or so pages
(provided for autographs) with well-wishes from class
chums and "best of luck to a great guy..." Well, it
used to work that way, didn't it?
Well, maybe it did work then, whenever then was, and whenever
a college class was a closely knit group which shared
four years of common experiences, climaxed by one
afternoon or evening in June when everyone showed up
for graduation---together---because you had to be there to
get the degree....
That concept of a "senior class" is no longer valid in 1971. We
how have "senior classes" of December, March, June & August;
and the particular sense of attachment that once was
felt among graduating seniors is no longer here.
There are simply too many of us to enjoy that sense of
camaraderie. During our lives at Florida State,
neither the senior class nor the student body will ever be
assembled on any one occasion...We'll never get together
to attend concerts, plays or ball games
or attend commencement exercises---
together.
We will probably never "get-it-together" to do anything together,
because there are too many of us. Consequently, the
college yearbook that attempts to appeal to any specific
element within the university, or a traditional
association of elements, such as a senior class, the
Greeks or the club system, is "hokey"
comma i period e period comma
"contrived." The scope of such a publication is much too
narrow
to appeal to the university at large, and can (at best)
enjoy only limited success.

Therefore, we have buried that approach. We feel that the university needs and wants a publication that will give us a broad look at ourselves as a community.

We have taken this approach in the 1971 Tally ho. Although it is a broad view, it is by no means a superficial one. What we have attempted to do is to touch on those issues which affected us all...students, faculty, staff and administration alike.

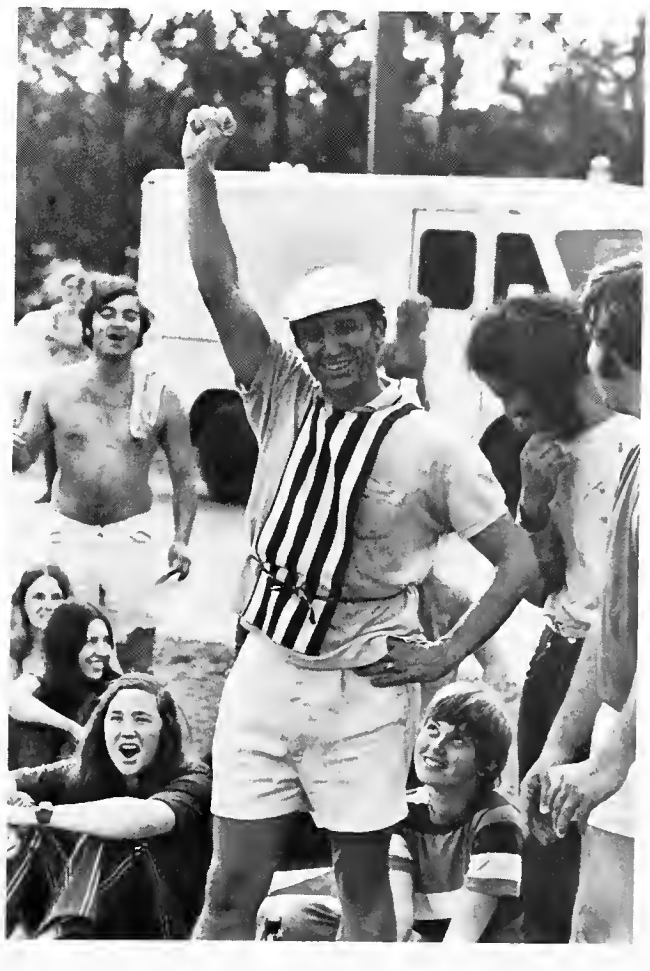
The concept of college as a "playground" is over. We haven't ignored the good times here, but neither have we emphasized them.

To do so would be phoney.

To do so would be like inflating the fantasy bubble of the past -- the one that students stopped buying a long time ago. A university education has become serious business and university students have become serious people --- concerned people.

Here is one year's story of their involvement.

Ginger Gardner



read on !

We are no substance but the shade we cast.
No ghost that walks the earth is less a shade.
And those who search for substance in the past
Must find a tomb in which a ghost is laid.
The present's but a vacuum, vague and dim
In which float faceless fears and groundless hopes
That tempt man with their teasing to the rim
Of false reality -- where he still gropes.
Oh love, if life is but a mirthless joke
And we but shadows moving in a dream,
Each waking from the sleep from which he woke
To sleep another: not to "be" but "seem,"
Then let my dream determine what you'll be
As in your dream you'll be defining me.

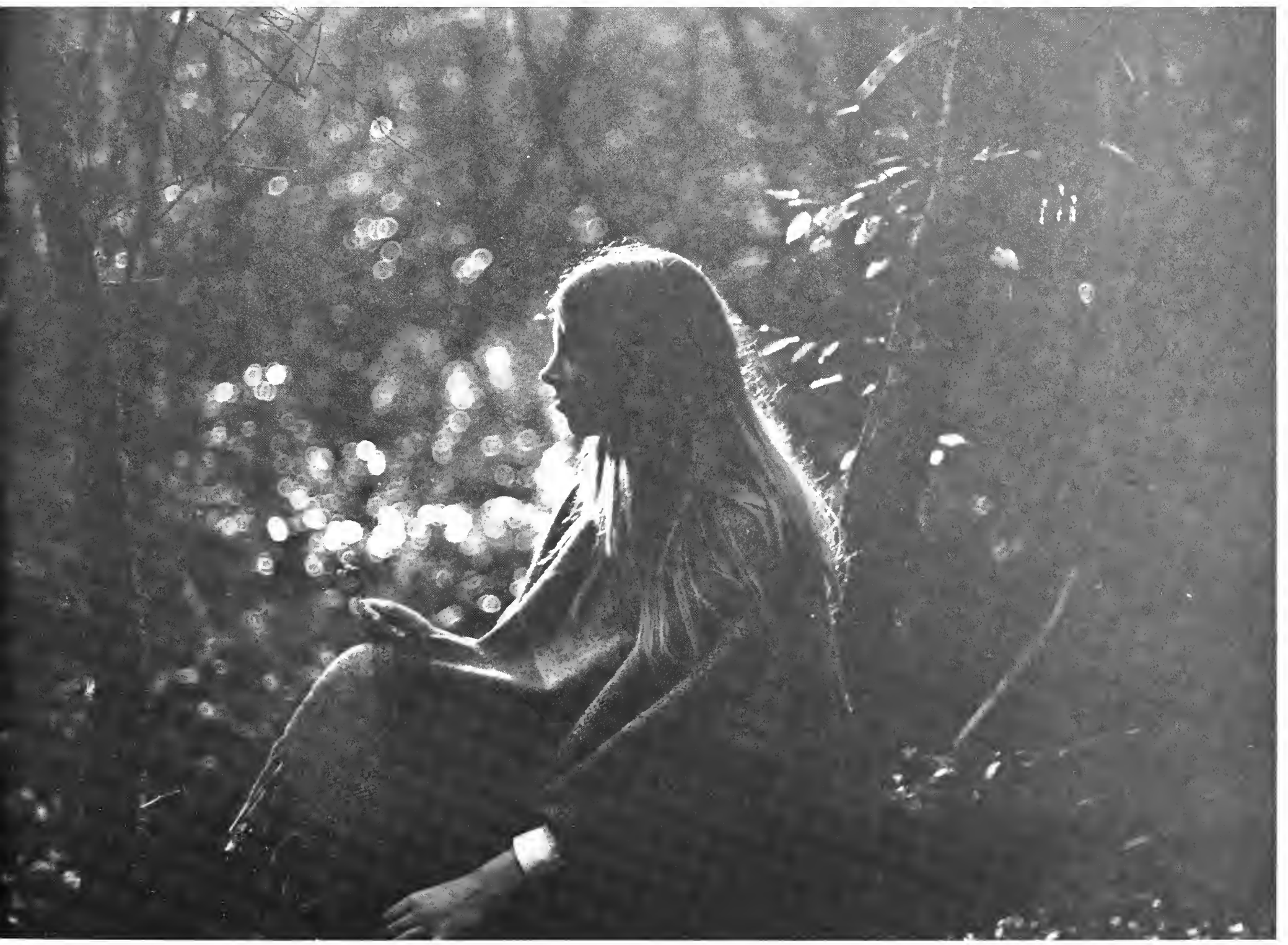
toni chue

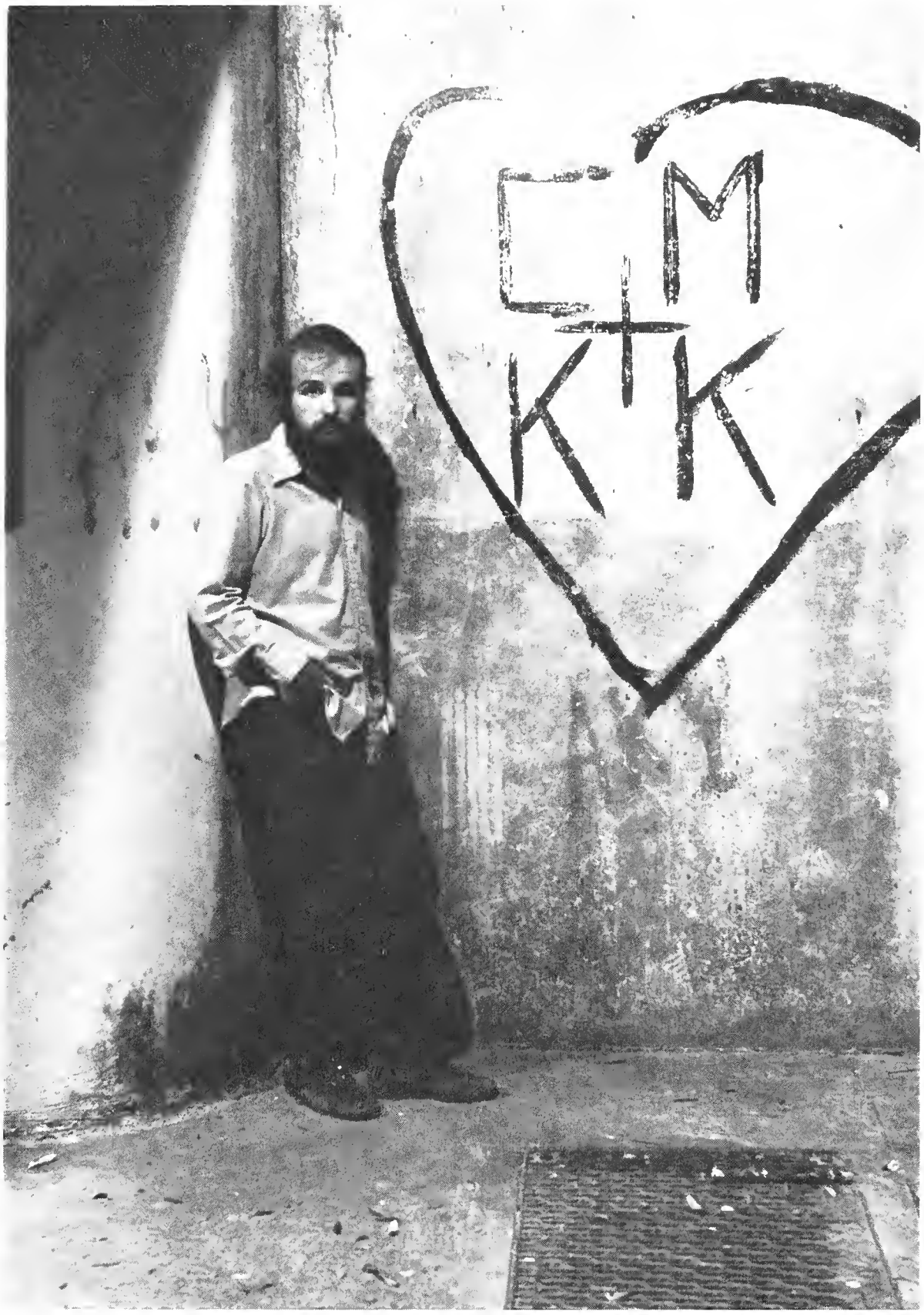
SPRING

Unruly spring has come when I have wished
For winter peace. But as my thoughts complain
My upstart senses echo the refrain
Of robins chanting with unholy zest;
So brazenly has stubborn flesh transgressed
Its winter promises, while furtive rain
Repeats a dull knife's scraping on the brain,
Destroying hope of unremittent rest.

Winter's my season: Then, no green conspires
To rob me of the senses' soothing lull --
Desires grow legitimate and dull
Beneath the waning of primeval fire.
While, under numbing drifts so soft and deep,
I yield to dark oblivion -- and to sleep.

toni chue

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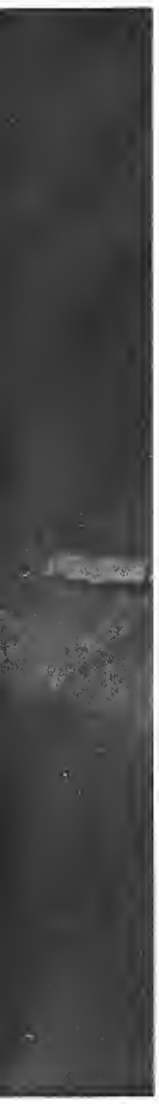
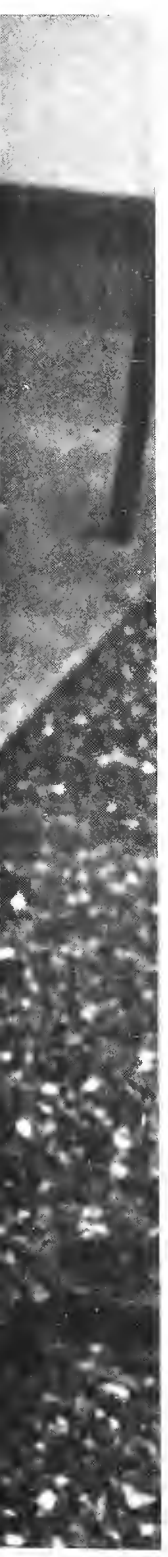
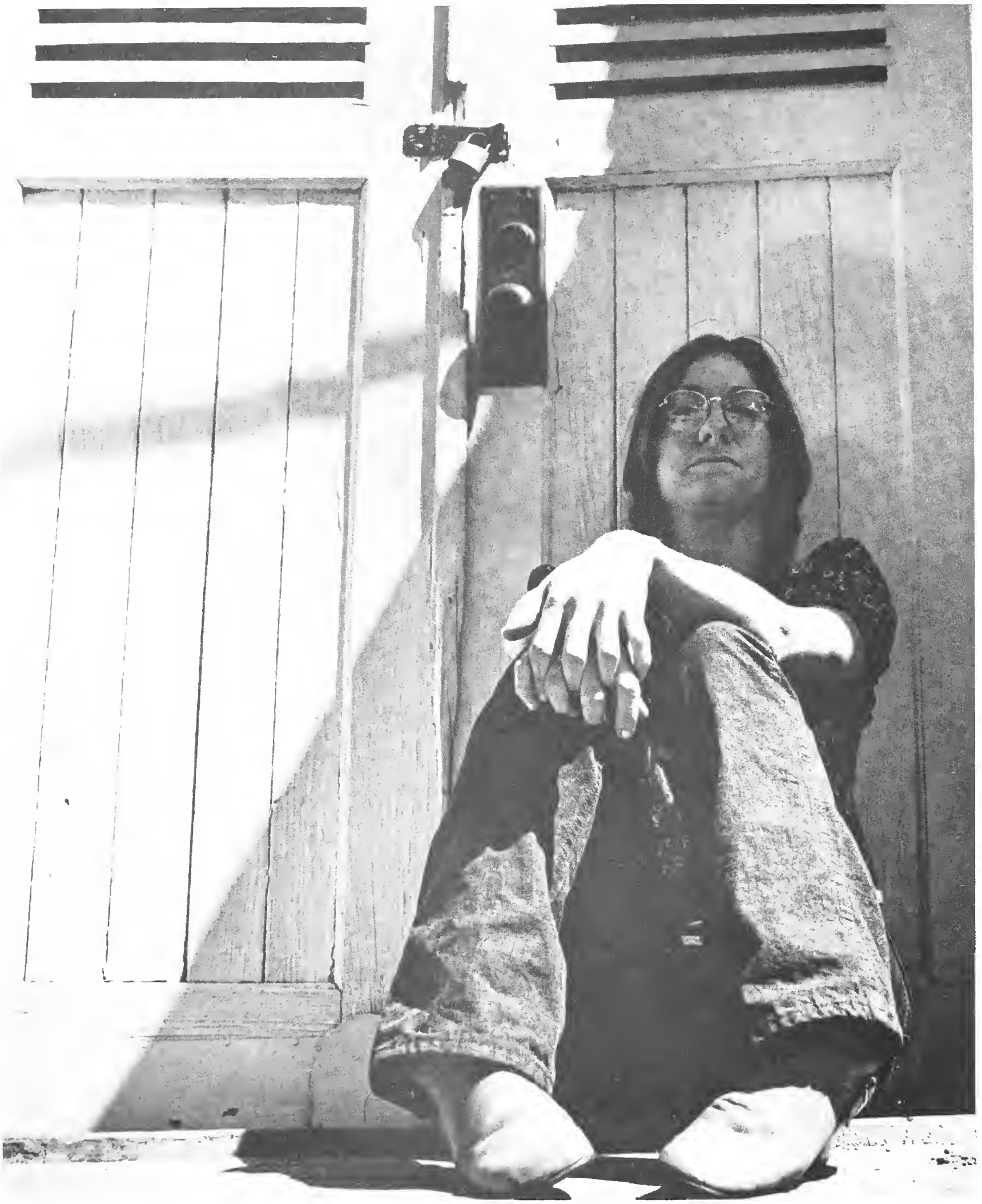
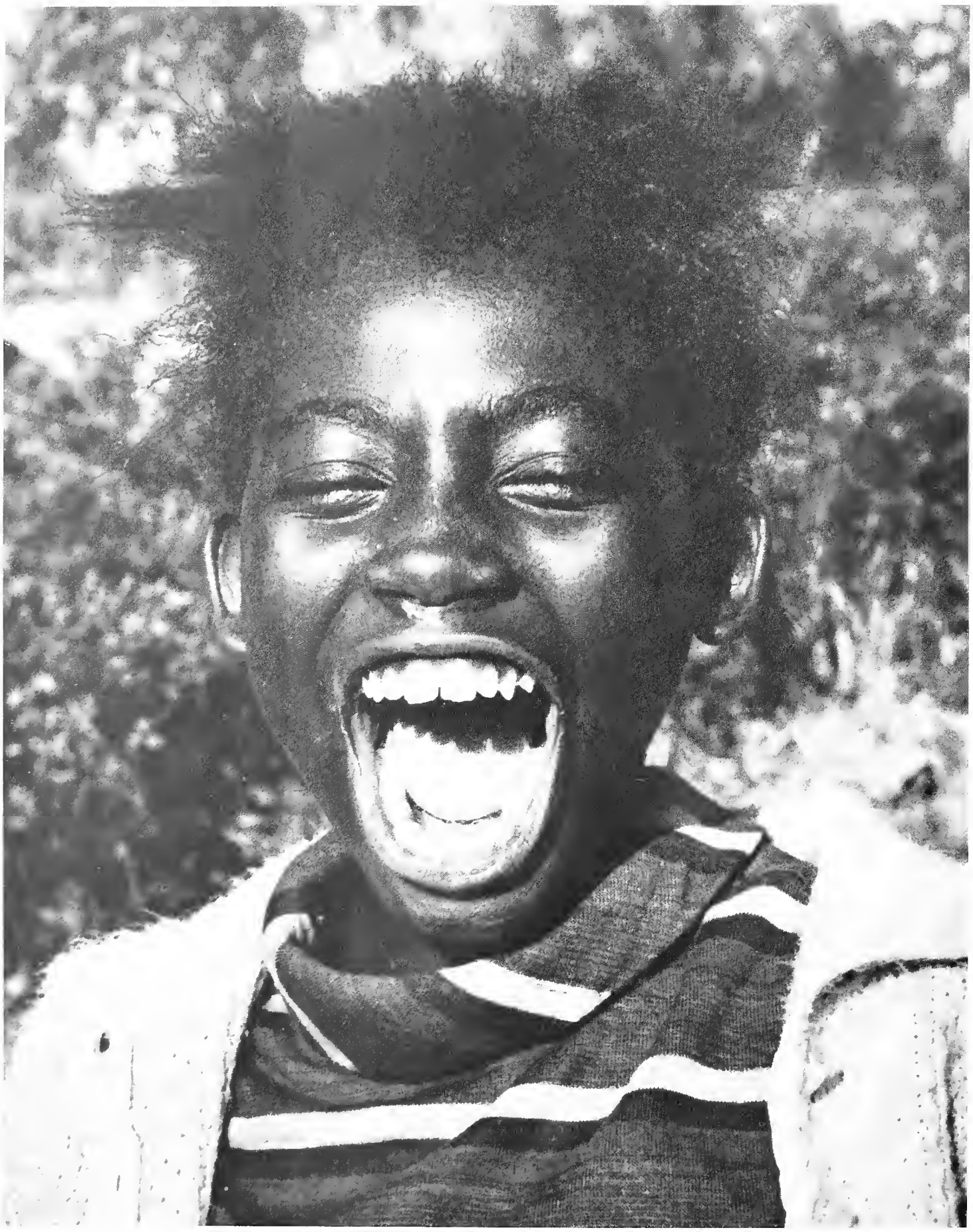








WESTCOTT STAGE

THE OLD FARM

We descended the creaking stair
Of country grandma's rare
Old house where acrid smells of age
Harbored in pealing corners with savage
Intent and beat us out of doors,
Saying revive these farmer's chores.
The splitting plow buried there
Implied it took a stronger pair
Than us to shake these sucking weeds
From fields, to make place for harvest seeds
To grow. We left the dusty
But sacred temple of tools grown rusty –
The museum of hungry rage
Against every season's age
Of work that broke the tired arm
That tried to consecrate this farm.
The place had a reverential smell
That told how reckless Adam fell
From leisure. But like Eve you shunned
The sacred relics of this ruined
Earth and this dying water hole
And pulled me down to grass with cold
And calculated passion in eyes
That conjured utopian lies.
Love-making there was done with ice
Deterred by thoughts of falling twice.

jim locke

MARSHALL

"This is a difficult time for higher education anywhere.

We're going through a period of a kind of national anger expressed toward young people generally, I think, and most of all young people on the campuses—I suppose that's because campuses are where most of the active young people are, those most heavily involved in change, in new ideas; that's where you'd expect them to be.

This is being reflected, this anger, in the action of legislative bodies all over the country toward colleges and universities and we're part of that movement here in Florida. This puts to the ultimate test, I guess, the role of the university president, because one of his important roles is to defend the university against outside attack. It's often said that he has two roles, and he must wear those two hats. First to defend and protect the university, the community itself, from attack from the outside, and at the same time turn in the other direction and try to help the people outside understand the peculiarities of people inside the university.

There's been a good bit of politics, I think, in the most direct sense, involved in the activities of the legislature in respect to higher education this spring, where the issues on campus have become political issues in the most direct sense of that term.

I think the long-range picture is still rosy. Florida has a history of caring about education, more than many states. Certainly higher education is part of that. And I think the present period of disenchantment will pass and we'll return to a period in—I don't know how long, two years, three years, four years maybe—to a time when education will again be viewed by the populace as a worthy enterprise, and something justifying the investment of their resources.

These things go in cycles, you know. If you look at the early 50s, when Joe McCarthy was riding high, there was a real period of anti-intellectualism. That aspect of it, I think, was more serious than now. Now it's largely a matter of anger and frustration and disappointment in the young people. In those days it was really anti-intellectualism of the worst kind, but it passed in two or three years and I guess the end of it really came in 1957 with the launching of Sputnik. Then the American people needed education, so they embraced the universities and they said 'please take this money and do research for us and get us ahead of the Russians.'

That's kind of an unwholesome way to go. People just have to look at the contribution the universities have made, in the matter of delivery of health care, in the great revolution taking place in recent years in communication and in many, many other areas. The fact is that the universities do occupy a unique role in this country as knowledge factories, and we have to have knowledge factories in any society, but particularly in one like this where the progress of the nation is so directly dependent upon technological advances.

CPE

CPE came into existence because there were some things students, entirely on their own, decided they wanted to know. That's learning at its best, it's self-motivation, it's an expression of intellectual interest by a people—by the people who come to the university. I think these non-credit informal things are the most desirable way possible for our students to spend their own time, following their own intellectual pursuits. I think the route of moving from that sort of thing to credit courses, having credit courses evolve in that way, is probably far superior to having them handed down from on high from some authority. Admittedly there is still a place for the well-trained mind, you know, for the professor in saying here are some things I think you ought to know, but there also is a place, vastly neglected in the past, for the student himself to determine what it is he wants to study.

PUBLISH OR PERISH

My position is that if faculty members have something worth publishing, they should publish it, not only as a means of advancing their own careers, but of advancing knowledge and in advancing the prestige of the university. If they don't have something really worth saying, they ought not to waste their time writing it up for publication and we shouldn't waste time and space and money publishing the stuff.

It's common knowledge that there's a very low level of discrimination by faculty members in the evaluation of the bibliographies of their colleagues. It doesn't matter so much the quality of what you've published, it's largely a question of how many publications you have. And that's just so true and so obvious that no honest, conscientious faculty member can deny it—I'm not saying it's true in all cases, but it's a very prevalent situation.

So what I think we ought to do is be discriminating and measure publications by their quality, not by the number of publications a faculty member has. If he hasn't published good stuff, not only don't count it at all, but it ought to be counted against him, because that's academic dishonesty, and we ought to give much more credit to quality teaching. If he doesn't publish at all and he's a good teacher and shows evidence of doing that aspect of his work in an outstanding fashion, you know, fine teaching, good preparation, working well with students in advisement roles and that sort of thing, I would say that he ought to get the best the university has to offer in terms of tenure appointment and promotion in salary increments.

I think there ought to be no need for apology by a faculty member or his department if the man doesn't publish at all as long as he is a thoroughly outstanding teacher.

TENURE

I think it's time that there be some changes in tenure rules and regulations. I think that if faculty are wise, they will take the lead in seeing that some of those changes are made, rather than having them thrust upon them.

I think the tenure system really contains some very bad elements. It provides for faculty a kind of job security that almost nobody else in our society enjoys. Really, the kind of security that a faculty member on tenure has is almost unique in our system. At the same time, faculty who have that tenure want all kinds of other protection that go beyond that. They want the best of both worlds.

For example, in our decision to recommend to the Board of Regents the phasing out of engineering science, those faculty members who are on tenure want to be preserved in the system. Let me modify that a little bit: they haven't told me they want that, but other faculty have come forward to say yes, we must keep those tenured faculty members on the faculty and give them some other assignments just to give them job security here. That seems to me to be exactly contrary to the basic notion of tenure; the academic freedom part of it, which is, if a faculty member is an expert in a field and he is the most knowledgeable person in society in that area—because he's highly trained and highly specialized in it—he therefore has a certain freedom to speak out on it in a community. We look upon him as an authority and his expertise qualifies him to say anything he wants to in his classroom. That's his domain. Why? Because he is an authority in that field.

Now these people are saying, let's take those people out of engineering science; these other faculty members are saying, if engineering science is phased out, let's take them out of that field and put them some place else in the university just to give them job security.

Well, if we put them some place else where they aren't really well-qualified, how can we defend tenure, you see? To me, we have the two major parts of tenure in direct conflict.

I realize that job security is important and I realize that there are personal considerations—families and careers and so on—involved here. I also recognize that this system that we are a part of, just like Pan American Airways or General Electric or somebody else, has gross technological changes that result in changes in the character of the enterprise, and people inevitably have to make changes in their lives. If one didn't approach a job in that way, you'd end up with a vast, amorphous, meaningless organization that had very little relation to the job it's supposed to be doing, and obviously the people of Florida aren't going to support that.

BLACK STUDENTS

I think there will continue to be an increase in black students. I don't know that there will be a sharply dramatic rise in student enrollment. We will continue to seek out black students as we have in the past, but a seriously limiting factor here is financial aid. We're giving a substantial part of the student financial aid now to black students, and there's a limit to how far we can go in that. After all, there are poor white students too, and if we believe in the commitment to the training of the good mind, we can't ignore non-blacks.

If there is a great infusion of financial support from the federal government or elsewhere, I would guess that would cause a sudden increase in black enrollment. I hope there will be a continuing, that is, a steady, increase, but until we get some new source of financial support, I would not look for a sudden rise.

FAMU has a greater proportionate share of the Board of Regents student financial aid than any other university. The Council of Presidents voted on that distribution, and we are quite agreed that they ought to have a larger proportion.

EDUCATIONAL CHANGE

If you look at the present curriculum, broadly conceived, that we offer in colleges and universities in this country, it came about because some people sat down and said, 'here's what we think students ought to know after they leave the high schools to be broadly educated people' and then, in the last two years, to be professionally educated in nursing and home economics education and so on. But there's nothing sacred about those ideas that some people sat down and called curriculum. And I think it's high time that we take another look at curricula all across the board and recognize that the world has changed vastly in almost every field since those original ideas were put down.

We need to give students much more latitude, to let them choose what they want to study, to break down the formal and narrow barriers on the way to achievement. For example, in the matter of foreign languages, I really don't see what's so sacred about having to take a certain number of courses in a foreign language for a baccalaureate degree. I'm all for foreign language education. I think students ought to spend much more time studying a foreign language, but studying it to the point of some mastery, some understanding of the language and the nature of the country or the culture.

We should have more technical training, yes; but outside the colleges and universities. I think we need a vast increase in the number and quality of programs of technical schools. I think, you know, we still have this archaic notion in this country that just getting and possessing a baccalaureate degree is a good part of the battle toward success. And we really have to knock that notion down. A college degree really doesn't mean much anymore. I think there are lots of people who now come to college who ought to be told no; don't come here. Go and learn to be a bricklayer, or a television repairman or an automobile mechanic or something, and learn to do it well, but also learn at the same time something of liberal education, and you'll earn more money, earn a good living, have a very satisfying life and learn enough of language and literature and communications and those things so that you can engage in an intelligent active civic life as well. I think we're much too restrictive on that score.

Change will come painfully, slowly. The basic mode of education really hasn't changed much since the 15th century, with the so-called learned scholar standing up in front of the group of learners and pouring it out and having them soak it up. There are so many things we can do today that take into account the interests and talents and capabilities of the individual in a way that you never can do with that kind of instruction, and that means the use of the liberated electron to take advantage of all the electronic devices we have.

The technology of the TV cassette is now so well along that we're within a very short time, a few months, maybe a year, of having inexpensive cassettes with video tape on them that you can plug into a playback machine on your own TV viewer and play your own program. This is very close to being available for schools and libraries and it will evolve in a very short time and be available for home use at a price that the average person can afford. This means that the universities ought to, and I hope will, go into the business of preparing an endless variety of programs in all areas.

You not only teach calculus in one of these things, you teach calculus in a dozen or a hundred different methods to take into account the level of the background of the learner, his interests, what he wants to do with calculus at the end of the time, and so on, so that the individual then pulls off the shelf the particular lesson in calculus he wants to study, plugs it into his viewer and gets his instruction that way. That gives him a much greater variety of teaching than he could get by going to a classroom, and it allows him to spend as much or as little time as he needs to and wants to on that lesson. If he's a rapid learner who brings a good background with him, he may master that assignment, that lesson, in 30 minutes, but if he's slow or if he has a lesser background, he may want to spend two or three hours on it. He may want to do it all today, he may want to spend 10 hours on calculus today, or he may want to spend no time on it today.

You see, this has a kind of flexibility about it that we just haven't had in education in the past. Most of all, it removes time as the constraint in education and lets accomplishment, achievement, become the real variable. Now we say to a student, 'you must master this course in 10 weeks because that's how long our quarter happens to be and if you haven't mastered it by that period of time, we're sorry, you've failed. You might take it over, but if you fail too many, we won't even let you do that, you'll have to drop out of school.' But for the student who really wants to master something, time ought not to be important at all. You know, people do different things at different rates, so why not give him the extra time if he needs more time or less time, let him master the subject and demonstrate mastery in less time and then go on to something else, and that, you see, changes the whole character of the college degree.

It may mean that if we continue to have something called a college degree, you may be able to get it in a year. The average student will perhaps continue to get it in three or four, but some students may require five or six or seven and if that's what they want, if mastery is their goal, if they want to achieve knowledge, then why shouldn't we let them do it in that way?"

Chancelor M

"The university is the creator of knowledge, which can be phrased in many ways—the seeker of truth, the creator of knowledge, however you want to put it. I think it has a second role, which is equipping citizens to take their place in society; that is, the transmission of knowledge and the training of minds. In essence I would say you combine the imparting of the knowledge to enjoy life and to place yourself in the context of man's existence so far on this planet, the ability to appreciate the pleasure of creativeness, with the imparting of skills which equip you to be an economic and competitive creature and to function not only from the standpoint of appreciation of life, but from the standpoint of being competitive and contributing as an economic man to that life.

If you sit back and take the broad perspective that I've just taken, I think the answer to the question of whether the function of the university is changing has to be no. You change your knowledge art and you may change the kinds of skills you impart, but you're still in the business of imparting that knowledge and creating knowledge and making those skills.

At one point, the universities had only about ten percent of the college age population. They obviously were training an elite. Now we have about 50 percent of the college age population.

There still is a need for college education, but it's obvious that now we need systems analysts and computer programmers. We need to upgrade the criminology people; we need to upgrade the law enforcement, the corrections people. Nursing is more complicated. We have whole new knowledge areas in which to train people and so far as anyone wants to say, if this is a new function of the university, then we have changed functions. I don't view it that way. I think it is doing the same basic thing, but doing it in different areas.

THE PLACE OF RESEARCH

Obviously if the university is the place which creates knowledge, then you must have people around making it; creating it. You need the Mike Kashas in life to have an understanding of life, and, I suppose, eventual mastery of it and the ability to direct it.

I think that there is more time wasted in so-called research, however, by people who have no particular abilities in this area, who are diverting time from areas where they do have abilities, such as teaching. Because the name of the game these days seems to be research. If you can put the word 'research' after what you're doing, then you're in the in group. You have to have it, but the degree of it is open to question.

PUBLISH OR PERISH

When you are operating at the highest intellectual level in society, which is the university, I think that a man has an obligation to be scholarly, to do some writing. I think it forces him to organize his thoughts; it forces him to keep abreast of new developments. It forces him to expose his ideas to his peers instead of to students who must accept what he says in order to obtain a grade.

I therefore think that some publication is not only desirable, but essential. I think that publication for the sake of publication, or promotion on the basis of the number of words produced, is just the antithesis of the kind of publication which I'm talking about, and I think it's the antithesis, really, of what the research and scholarly activity should be.

TENURE

I am very impressed by a publication by Yale, the Yale Humanities Group, in which they said no one's ever been able to define good teaching to the satisfaction of anyone else, but because you can't do it perfectly doesn't mean you shouldn't attempt to, and they proceeded to set down some criteria for promotion. Among them is an occasional publication so that you're exposing yourself to your colleagues.

I think student evaluation is another way to determine good teaching. I also think in a pyramid series of courses that the man who receives students from another professor knows pretty well how well those students are prepared and what kind of a job that faculty member did.

I think there are ways of getting at this; I just think we've been reluctant to spell them out. Many universities, such as Yale, have done so for the betterment of that university.

RECOGNITION OF RADICAL GROUPS

I don't see any likelihood of change in the policy (not to recognize SDS or YSA). I think it is a sort of head-in-the-sand policy. The problem really is that recognition carries with it the connotation of

autz

In terms of the day-to-day administration, only the president can have day-to-day control. In terms of policy, it should be the Board of Regents. The problem then becomes what is policy and what is administration, and this is the age-old conundrum.

approval and we ought to have some kind of process in which we regulate the use of university facilities, in which we regulate the methods by which money collected through the university process can be given to students and spent.

The kind of social activities conducted by students off campus has to be more or less a matter for each student. I can't see that we can have much concern for that, whether we should have or shouldn't have.

POWER TO THE STUDENTS

I have essentially a democratic orientation and I believe that decisions are best made, in fact the wisest decisions are made, when you involve the people who are going to be affected by the decisions.

The trouble with that in this complex a society is that it is very hard to implement. A decision that FSU will be one of the top graduate research centers in the state is the determination of some of the things we can and cannot do and that decision is made by the board, not by FSU, nor did the students have any vote in this, and you can't give them a vote on that because that's a broad policy that assigns a broad role to a university.

On the question of the kinds of living accommodations you should have, I think this is totally a matter that students should have a major part in.

With the increasing legal recognition of the rights of human beings, students will have more and more voice in those things which have an immediate impact on them. But I think the way we're going, they'll still have probably the same voice they have now in the major policy decisions of the system.

TUITION HIKE

I expected $200 a quarter. This bill was accompanied by a reorganization of scholarship aid and I have mixed reactions to it.

The cost of education has increased more rapidly than the charges to students for their tuition. I paid more when I was a student, relatively speaking, than you're going to pay with $190. I can't become excited about the $190, I'm sorry. I can become excited about a trend which would price students out of the university, and if this trend continues, then I think we have to have some massive scholarship aid along with it.

All states are having this same problem. The unit cost of education is higher, it's almost irreduceable. The demand for education is great. Given that irreduceable minimum cost and increasing demand, you have an increasing percentage of the gross national product, of society's efforts, in education, and tuition is one way of controlling it. The difficulty is that it is a fiscally elitist way and not consonant with the democratic society. So that if you begin to move much beyond where we are, except on a sort of annual keeping up with costs, I think you're beginning then to price people out of the market.

AUTONOMY VS STATE CONTROL

I like our present system. It's very obvious that you cannot give to a university an increasing amount of money without having some voice in how it's divided. It's also obvious that the legislature can't make those decisions. Someone has to make decisions about which university is going to be what, about which university is going to have graduate programs and what graduate programs. I don't think you can let each university make those decisions.

I think the system we have is one that allows each university to have a measure of autonomy in how it will spend its money within a broad policy grounding set by a group that has spent some time studying the total implications. Show me a better system.

FSU'S PLACE IN THE SYSTEM

FSU, along with the University of Florida, is to be one of the graduate research centers in the state. That means our graduate programs will be concentrated in those schools and there will be fewer and fewer master's degrees and more and more PhDs relatively. The percentage of freshmen would decrease—the number will stay the same. More and more of the people who come here will be the ones who are headed eventually for graduate or professional programs. That's its role. I think it's going to do very well in that. It's done very well already.

OPINION OF MARSHALL

I think President Marshall is one of the outstanding university administrators in the country. He's a very strong, fair-minded man and has done a fine job under very difficult circumstances."

"There's a bill in front of the legislature right now to set up a censorship board for the State of Florida. I would hope that the students who go away from my [communications] classes have some kind of attitude about that, whether they support it or are against it, but that they have some reason, they have some factual data.

That's teaching undergraduates. It's not pontificating. It's not torturing. It's not giving them grades. It's not setting yourself up as some sort of a prophet. Undergraduate teaching should be an opportunity to provide young people with new perspectives. And that's really corny, but that's true.

The problem with trying to function as an undergraduate teacher at many universities is that you're not rewarded for that. You get rewarded for other things. There should be some systematic way that teaching is emphasized in preference to other things. I think that a guy who is primarily an undergraduate teacher should do research in the areas he is teaching in. In other words, if I am teaching undergraduates a course in effects, then I should be trying to do my research in that area. Whether it gets published or not may not be the critical factor. What's important is that you're staying intellectually alive.

For example, we did a study of public attitudes toward censorship in Tallahassee. The undergraduates did that research. All the kids who made the phone calls for that survey were undergraduates. There needs to be a way to integrate research in teaching. I think it's being done by more and more faculty members. Research is important. Teaching is important. And it's not how many hours you spend in the classroom, it's the product you turn out at the end.

It's difficult for me to go out and search out people and say, hey, come and study with me, because there are so many people clamoring to get in. So I just don't think about it in that way. Maybe I should. Who knows.

How do you reach out? You hear about somebody who says, hey, so and so's groovy, take that course, or GAHHAH, I don't want to take this! You are also caught in classes closing out, you know, do I close out the film course, or do I let in anybody that wants in? My attitude about that has been if you want in, you get in. Last quarter the film section had 360 kids, including the art majors. There's a lot of talk about small enrollments being an important way to teach, I don't know. I'm not sure that you need a few people to make it a good course. Everybody operates differently.

If I knew what a good teacher is I wouldn't be what I am. He imparts data, attitudes, leaves room for every student to function to the best of his ability. He raises intellectual hell with students. He antagonizes them. He takes and shakes their minds and forces them to do intellectual combat with him. He purposefully role-plays the devil's advocate sometimes. He should be a catalyst in the learning process. You don't teach people things, they learn them.

I force my students to read a great deal of material, thousands of pages, three or four movies a week, I work them as hard as I can. I force them to do as much as I can. I make the exams real bears. And when they get done, I hope they go away saying 'I've learned something!'

Education is kind of like Alice in Wonderland — what's real and what's unreal.

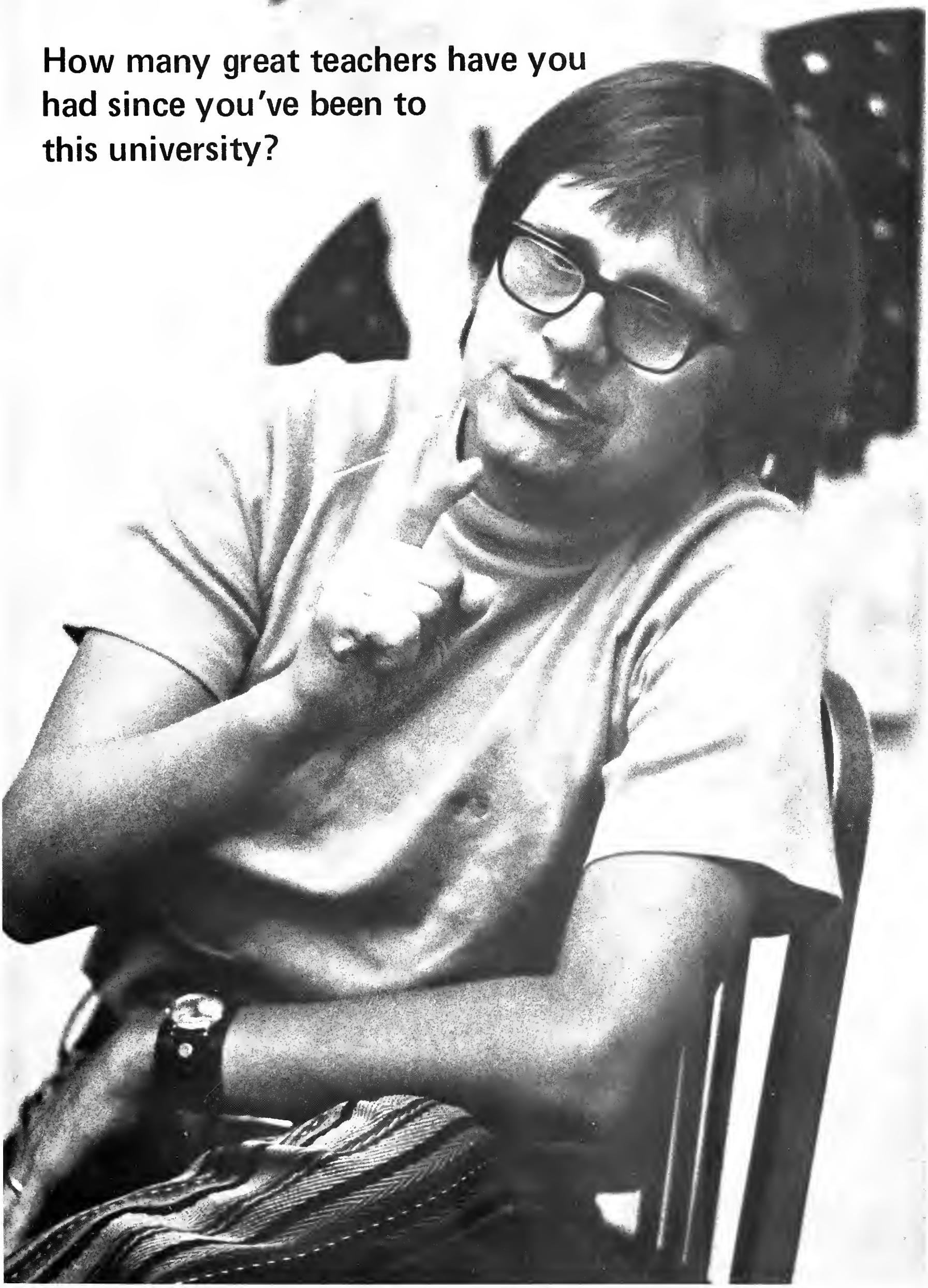
Students don't reward good teaching. Like anything else, some students are involved, some students are not involved, some could care less. There are some professors who are involved and there are some that care less. It's just people. In our department, for example, I think there is a real opportunity for students to participate in what's going on .. if they make the effort. There are students on every committee in the department except promotion and tenure.

What's scary is that there are so many people involved in a young person's education that it makes you wonder what kind of effect you have on them. How many great teachers have you had since you've been to this university? I'm great in class. I'm a star. But that's not teaching. Teaching is the hours I put in on those horrible exams. Hours and hours and hours. It's the reading I do. It's the research I do. Maybe that's a better way to approach it. Research is teaching. The research you should do should be an integral part of what you teach. It should help you and it should help the kid in the classroom. Maybe you're doing some very, very advanced research that may not be specifically applicable to that kid, but it keeps you intellectually alive so that you can keep him intellectually alive. It provides you with new perspectives.

Teaching is research, research is teaching. You should be doing both. You just can't do one or the other. And the professors that sit around and say, 'Oh, Lord, I'm a great teacher and I never do any research.' That may be true, but ... you doubt it."

dr. d.f. ungurait

How many great teachers have you had since you've been to this university?



Senate Bill No. 292
AN ACT relating to state universities; requiring faculty members to teach not less than twelve (12) classroom contact hours per week.

hours

"Universities are run almost like prisons. Kids are sent to a particular course for a quarter at a time; this has nothing to do with how much the kids learn. And students do differ from one another with regard to aptitudes."

dr. r.p. kropp

"Twelve hours in class is not a very good idea. It removes the area of creativity which essentially derives from research. You would have less time to devote to research. It all amounts to what you want done to the universities. What do they want? Some sort of mill? Students at one end, degrees at the other? What you really want to provide is people that are capable of thinking, to be able to come out with original thoughts of their own, not diploma statues. In the USA too much interest is placed on money as a measure of success.

The university is overburdened by people who teach just because they have to do it. You can be an artist - you don't have to have a diploma. Teaching can be a lot of fun. It all amounts to doing things in moderation. If you teach twelve hours you can't do anything else. One hundred per cent research is bad too; then you keep it all to yourself.

Many colloquiums is the same game of how much moderation is needed. Teaching is the only way to learn - when you have to explain it to someone else, you really learn your stuff. As long as you have something to learn and carry it to someone else, you are building."

dr. albert barcilon

"It bugs me the way the state legislature has reacted from the concern that the professors are goofing off every day in every week in every quarter, which, presumably, the 12-15 hour law is going to eliminate."

dr. harold goldstein

"I think the new law is unfortunate. I think it causes administrative difficulty. I think it represents an attempt by the legislature to execute policy and the attempt is an awkward one that really may or may not accomplish the goal the legislature wishes. I think the message of the law is perfectly clear, but I think it would have come through without that law and I think it would have come through in a way that wouldn't have hampered us in our administration of the universities, namely that the flight from teaching must stop and that research must be meaningful in order to be supported."

chancellor mautz

"Everyone is measured by numbers; we should try to get students away from 180 hours at a C average equals a diploma. Do we stop learning at 180 hours?

After twenty years, perhaps things won't be as bad as they look now — I mean the national statewide disenchantment of higher education, faculty, and college students.

The twelve hour law is insulting, absolutely ridiculous, and denies dignity of the individual. How do you transmit this excitement of wanting to know? The legislature transmits things into dollars and cents, and measure the value of the university by products. Maybe if we were more aware of changing attitudes of the public toward education we could have started earlier in conditioning the legislature."

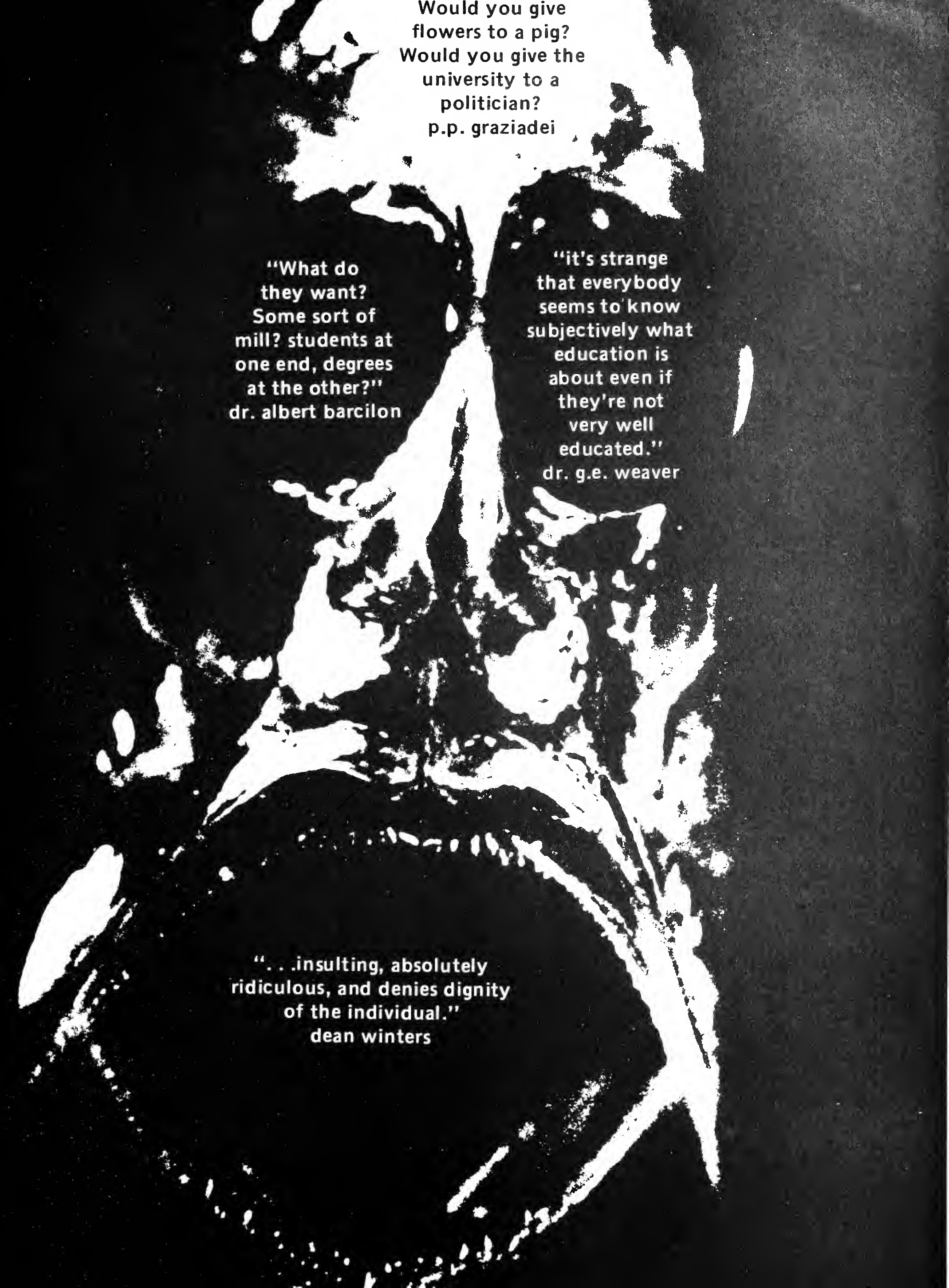
dean winters

"It's strange that everybody seems to know subjectively what education is about even if they're not very well educated."

dr. g.e. weaver

"I think Florida State is going to lose a lot of teachers over the twelve hour teaching law. I cannot possibly see how they expect a teacher to do research, counsel students, and teach twelve hours. Of course, we can limit the number of students in a class. In logic I had 120. In a smaller university this could be turned into four sections. So, I would be glad to do that. Here, as a matter of fact I would be spending twelve hours teaching one course. I really don't think it is fruitful to have a teacher teach twelve hours a week, plus research, plus directed individual study, plus supervising a master's thesis or a Ph.D. I don't know whoever thought of it, but I certainly spend over 40 hours a week in my teaching and research, mostly teaching. When you're teaching a new course it takes over five hours to prepare for each lecture, and I never use the same material twice or the same lecture twice. In each quarter the content varies. Hence, I need to read the material and to prepare it and it takes me more than two hours."

dr. abu shanab


Would you give
flowers to a pig?
Would you give the
university to a
politician?
p.p. graziadei
"What do
they want?
Some sort of
mill? students at
one end, degrees
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dean winters

THE TWELVE HOUR TEACHING REQUIREMENT

"It's pretty evident that throughout the country there is a reactionary stand taken by many state legislatures. Our legislature is more reactionary than most, and the twelve hour bill is one bit of evidence for this. Even in its modified form, the bill could do some damage. I think it reflects a lack of understanding of the goals of higher education on the part of our own legislature.

We should concentrate on improving the quality of education. This bill is designed to do something about the quantity. The teacher must have twelve classroom contact hours per week. This is a technologically advanced society, and in such a society there comes to be a premium on new knowledge. The burden of providing new knowledge has fallen heavily upon university faculty, but there are still those who hold to the belief that the major responsibility of a faculty ought to be teaching. I have a serious concern with teaching, more so than many of my colleagues on the faculty, but still it would be foolhardy to go all one way or another.

I think what will happen as a consequence of the twelve hour bill is this: the faculty will reach the judgment that they now have less time to devote to the preparation of more classroom hours. Teaching will become worse as a consequence. Student demands for better teaching will become more intense. So, it's going to be an intolerable situation.

What is required, if it's to be done, is a restructuring of the reward system. Faculty perceive clearly that fewer rewards come from good teaching. The good teacher establishes a reputation for being a good teacher on his campus, and that's about it. If he's lucky, he may get an award of teaching excellence, but those awards number about three or four for the entire university. So there are very few people who are going to get these. The good teacher is not going to gain anything in the way of salary increase or promotion or what have you. These rewards which most of us can get a piece of are going to come through research and publication.

We have reached the point within the university where most faculty recognize clearly that every minute given over to preparation for the classroom is a minute taken away from research and publication, and that's the kind of dilemma that faculty are confronted with. The twelve hour bill does little or nothing to over come those difficulties."

dr. e.l. sloan

"What the legislature wants is a body count -- a measure of productivity. They've confused quality with quantity except when making decisions about their own affairs."

dr. richard lee

THE TWELVE HOUR TEACHING REQUIREMENT

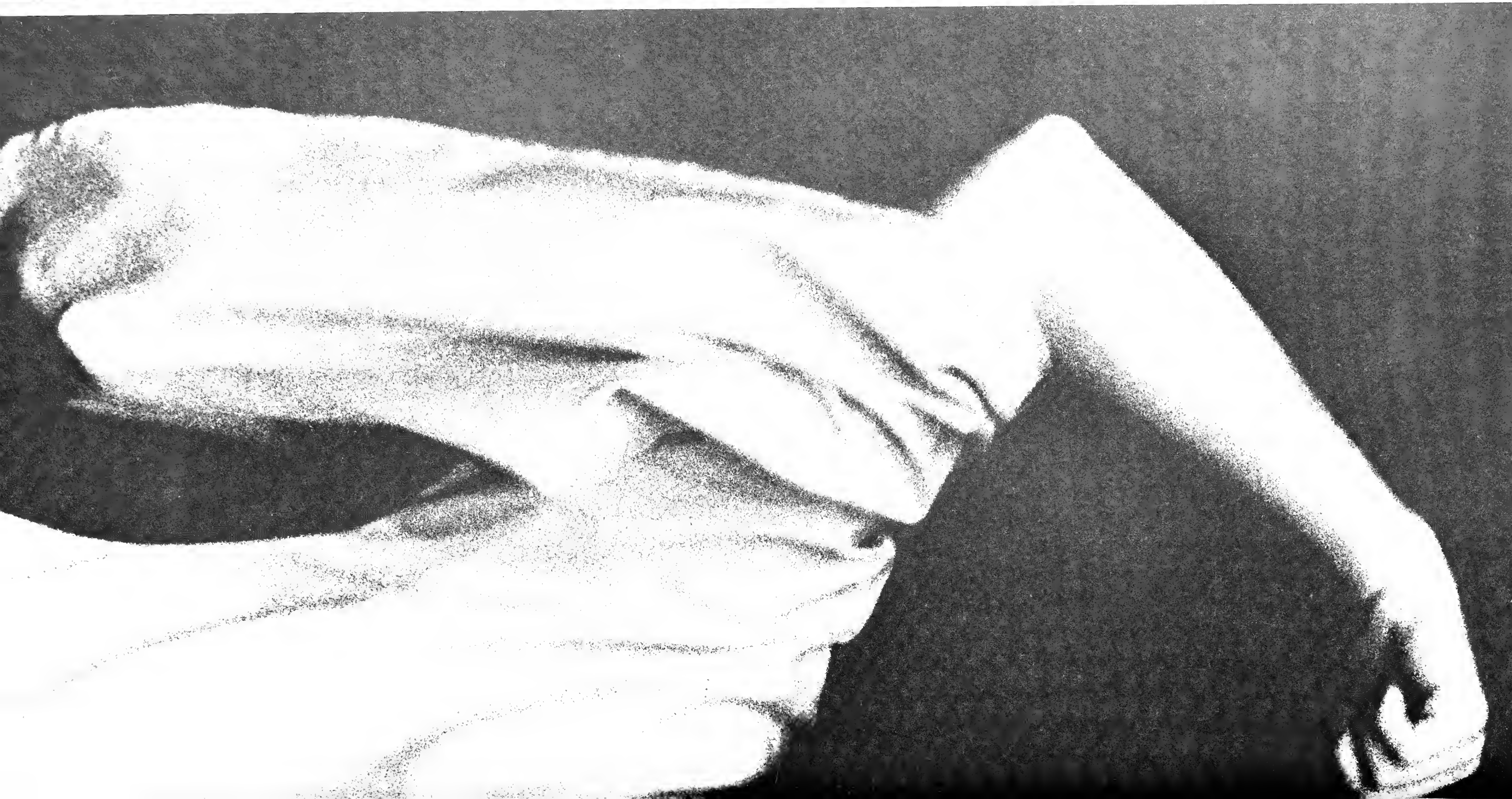
"I think the state legislators, although most of my colleagues would probably disagree with me, do have something of a point in the question of accountability. I do think the university has to be forced to be more productive within the size of its faculty. But I think the way they went about it was entirely the wrong way. In fact, it will probably end up having, at least, no effect, and perhaps even an adverse effect. I'm not trying to justify what they have done, because in many cases what they have done was highly politically oriented, and many of their motivations were either insincere or entirely wrong in terms of both the facts and the reasoning of it.

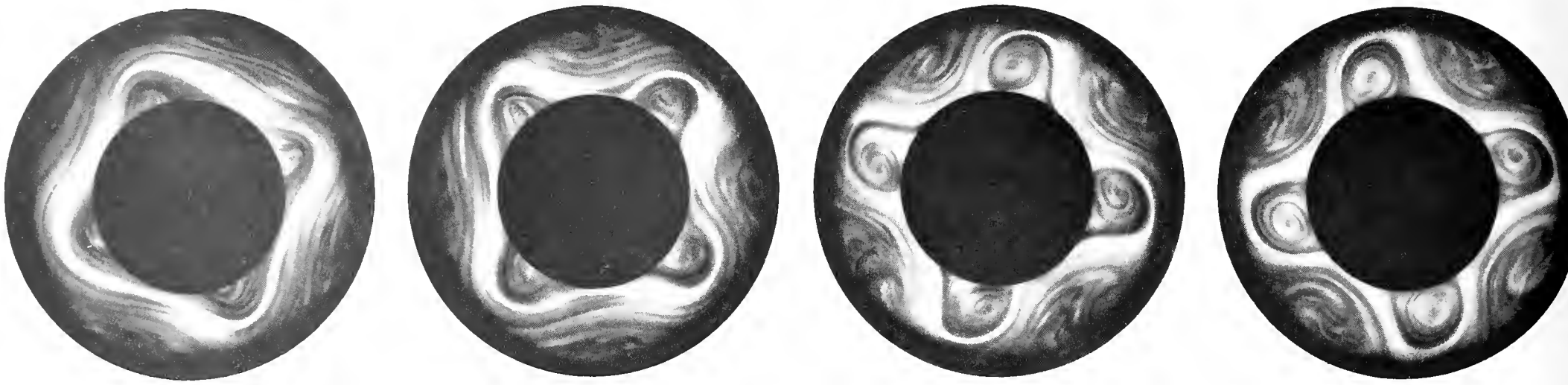
I think that university administrators, by and large, apparently have not economized as much as possible on the use of all resources, particularly the faculty. They've asked for blank checks from the state government, while not being able to account for themselves. So in that respect I would agree with the state legislators. I don't think, for example, the university should ask the question of too many faculty even at less than 12-hour loads. I think that university administrators are interested in growth, and an aspect of growth is the number of faculty you have. I think we could have done a great deal of cost-saving had either the university voluntarily agreed on or the legislature decided to restrict the size of courses. For example, if a course had only ten students, that course would be offered only once a year or every other year. If you go through our course lists in this university -- and, as I understand, the other state universities -- there are too many small courses. Now I realize that a good student/faculty ratio is desirable, but I think we've gone past that particular point. There are some classes that are entirely too small. My guess is that you could reduce course offerings by 10 per cent, and what you would end up doing would be cutting out extremely small classes of five and six people.

But we're teaching them because people who are interested in teaching try to justify the faculty in terms of teaching load, which is questionable. It seems to me that these kinds of things could be done. Obviously, I think the 12-hour load, if it involved many preparations, is going to restrict the amount of research the faculty can do, and I think that's wrong. It's been my experience that research promotes better people in the classroom from the freshman level to the graduate school level. And that's where I think the bills are shortsighted. I find out that from the two graduate courses I'm currently teaching I've got my hands full, unless I succumb to the device of letting graduate students prepare reports or papers and that's all I would do. I'm not sure if that is a good technique, generally, at the graduate level."

dr. warren mazek

RESEARCH





"One of the criteria of good teaching is to turn people on, and the other is to know enough that you can actually convey information that students didn't know before.

You can put out a lot of information without turning anybody on, and you can turn a lot of people on in a class without conveying any information. My ideal of good teaching would be a combination of both. I've found that if you don't have a certain amount of structure and put out information and material, the students don't get what they feel they're there for. They feel cheated if they don't go out with some information that they didn't have when they came in. They want something more than a rap session.

Rarely, I think, are you going to find a person who's a good teacher who doesn't do some research.

I think the fact that a person has background in research and is currently doing research is a positive kind of factor. He's going to be up on his area and he's going to know how it is that the information he is teaching in his courses is gained because he's in the process of gaining similar information himself. So he cannot only tell you the facts, but he can also tell you how these facts came about, and that's where I see teaching and research interrelated.

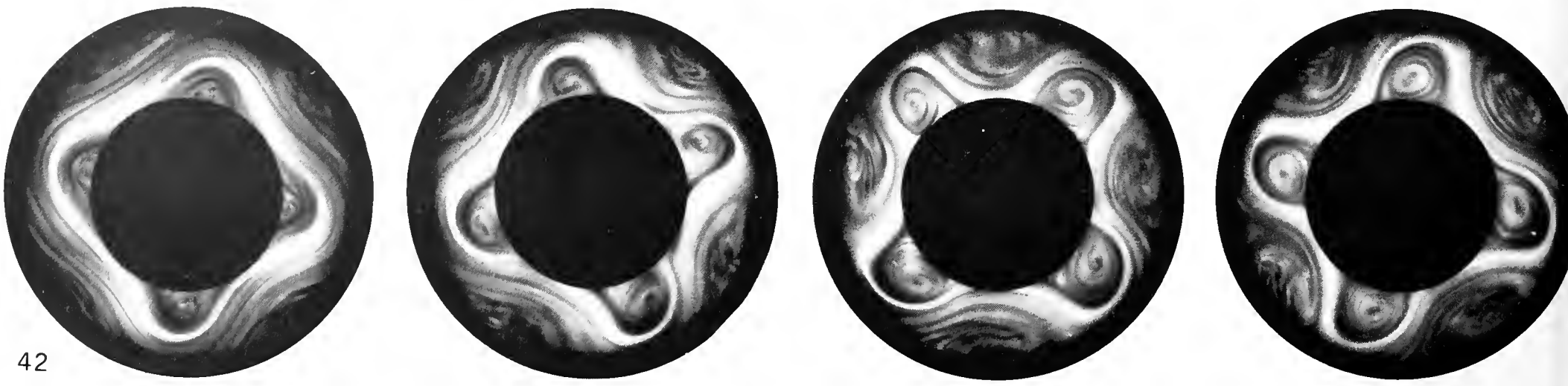
In this whole thing about research and teaching, it turns out you can't do research anyplace else but in a university. It's the only place where you can do what you want to do and not have to check with the supervisor. You don't have the criterion of whether or not it's going to make money, or whether it's going to be a salable product. If you worked for a chemical firm and wanted to do chemical research, you would only be allowed to do projects that had some likelihood of paying off, unless they're very enlightened corporations. While universities aren't necessarily enlightened, there is a general lack of requirements in terms of doing things. That way you have people from physics all the way to geology studying things that they probably couldn't study otherwise.

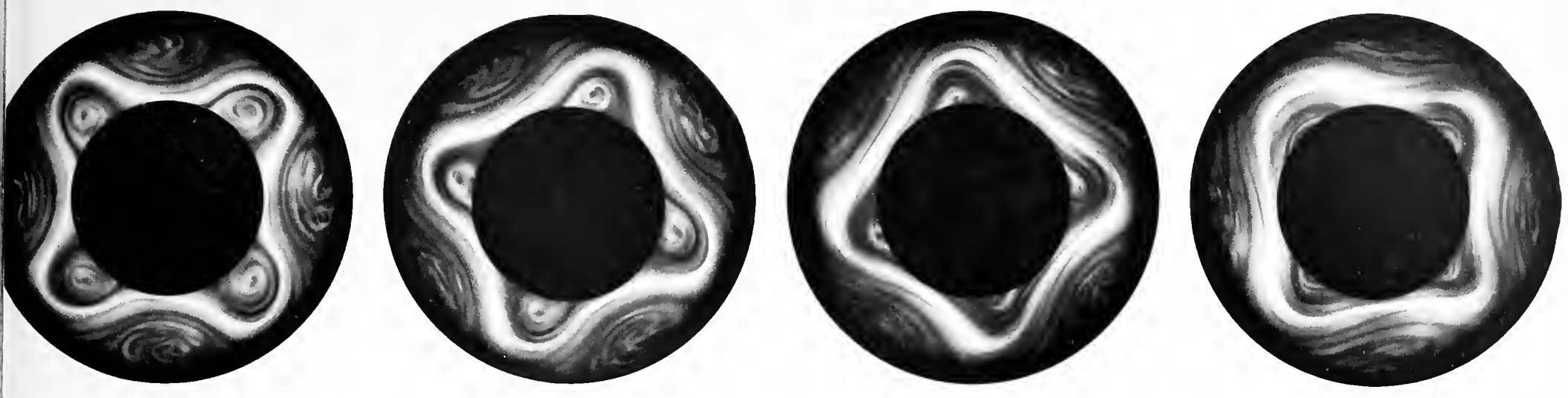
Research is really synonymous with knowledge. Instead of doing it with a teacher, you collect knowledge independently. Working at it is what's fun. It's like doing it, knowing you're in the process of studying this thing, even though the payoff to education would be just indefinitely far off and the payoff to society may be indefinitely far off. The payoff to you has got to be an immediate one, in that you enjoy doing what you're doing; that you enjoy that process of knowing.

If I have to give up my research in order to spend all of my time in front of a classroom teaching classes, then I'll probably quit, because I just can't be a teacher. You can go places and be trained to be a teacher and if that's what people are interested in, do a lot of that, have institutions that train people to teach at the university and all they will know how to do is to teach a content area. But if you want somebody that can contribute something of themselves, something they have done or that they know, then you are going to have to give them time to do research and to keep their interest in their chosen area. If you take that away, then they become nothing but glorified high school teachers. There's nothing wrong with being a high school teacher, but you've got to choose it as a career. Most people who get a Ph.D. don't get a Ph.D. in order to teach. They get a Ph.D. in order to work in the area that's really gotten to them, that they're really intrigued with.

And you've got to separate research activity from publication activity.

Publishing as a criterion for staying on the faculty, or as a criterion for promotion, is a little harder to justify.





If I do good research and think it's worth publishing and write it up and do all the work that's involved in writing things up, when it gets published I'm very happy about it. And I think you sort of have an obligation if you're doing something of interest to communicate it to other people in the area. But you shouldn't be forced to publish x number of units per year, because you can work very hard on your research and at the end of the year still not have anything that anybody else would be much interested in.

That's the whole game of research. You have a year where zilch happens, where everything you tested came out negative. No one wants to find out what you didn't find out. So if you were legitimate, you would just not publish anything that year. But the way the university is set up, you've got to dig something out of your data to publish, or you've got to do quickie dirty study that has something interesting enough in it that it will get published in a journal somewhere. And that's where it gets sticky, where it gets mean and nasty and people compete for publications and compete to write a book and they get wined and dined by publishing companies who also want to get the right textbook, the right reference book.

It becomes the establishment thing again. People keep track of how many articles you publish. It determines whether or not you get invited to a symposium and can give your contributions there, which will determine whether you get promoted, and if you get promoted and go to a new school, that will determine which next symposium you go to. It's the old ladder-climbing thing.

It is nice that you get paid by the university to teach as you're doing research, but if it got nasty and unpleasant, then a lot of people—probably the nicest people to have in the university, the nicest teachers, the best teachers—will find they're making too many compromises to live the life style they want. This is where the counterculture, the youth culture, gets involved. Because if the change in values carries through, there are fewer and fewer people who are going to be willing to play "establishment games" when they're really just games, to no end except to perpetuate what's going on.

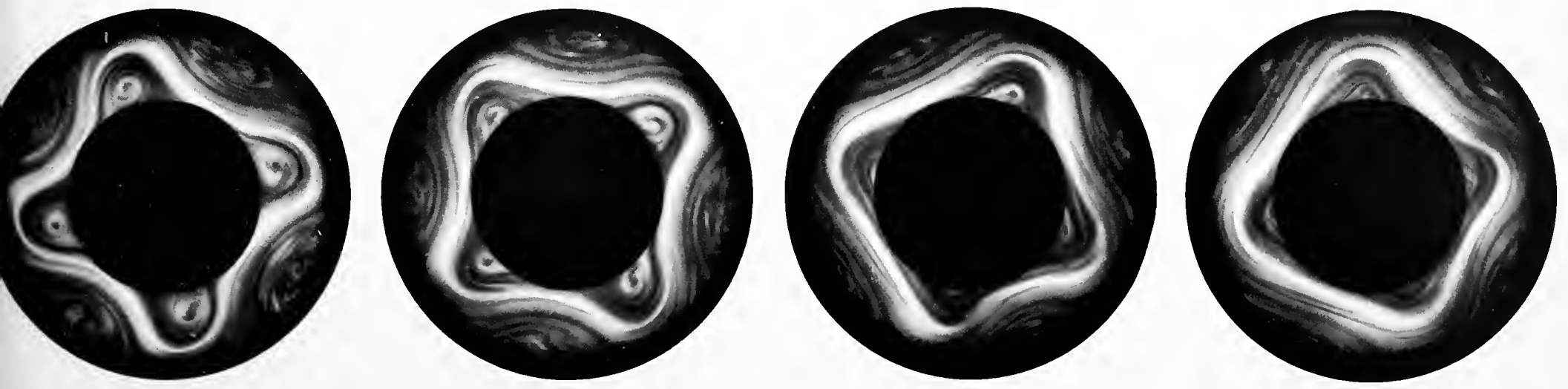
I can see bundles of young professors leaving the university if things get very, very tight, if you have to do this and that just in a certain way, if you're not allowed to even make "radical" statements in class, if you have to be concerned with whom you're seen, what you're doing or where you live or how long you wear your hair or the clothes you wear. That's fine if you're in a business and you knew when you went in that that was going to be the game, but I don't think it has much correlation with whether a person is a good teacher or a good researcher or not. I think educated people are very sensitive about that kind of stuff.

You don't have to be an establishment man to be a great biologist or a great physicist or a great psychologist. You don't have to be. But right now, to get through school, you've got to kind of be. You've got to pay so much in the way of prostitution, so much of your very soul to get through the first four years of undergraduate life—taking so many multiple choice exams, so many lecture courses, so much of the screwy quarter system they've got here where you take five courses in ten weeks, then another five courses in another ten weeks.

If you can manage to play that game well enough, you just might be able to get to be good in something, manage to learn something and to know more than you started with.

And if you're really lucky, you'll manage to come out without being boxed, without being packaged."

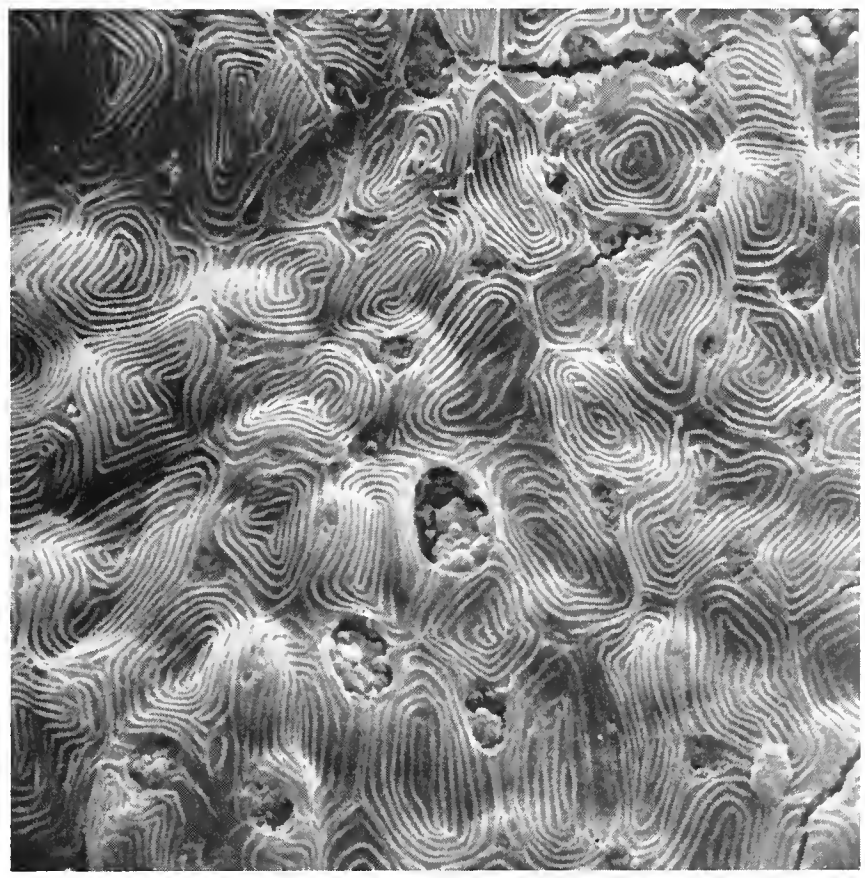
dr. g.e. weaver



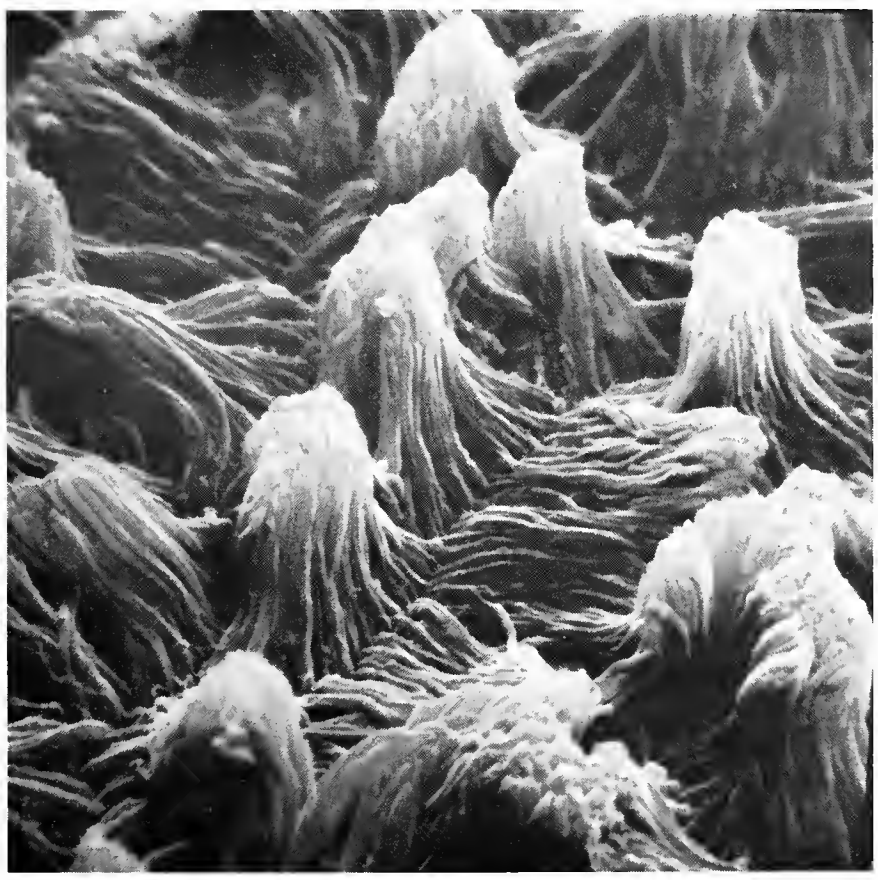
atmospheric jet stream simulation

"I think that I would hate to see research deemphasized, but at the same time we're not rewarding teaching. You get bad teaching whether or not that additional teaching would cut into research."

dr. warren f. mazek



scales and taste buds of a guppies lip



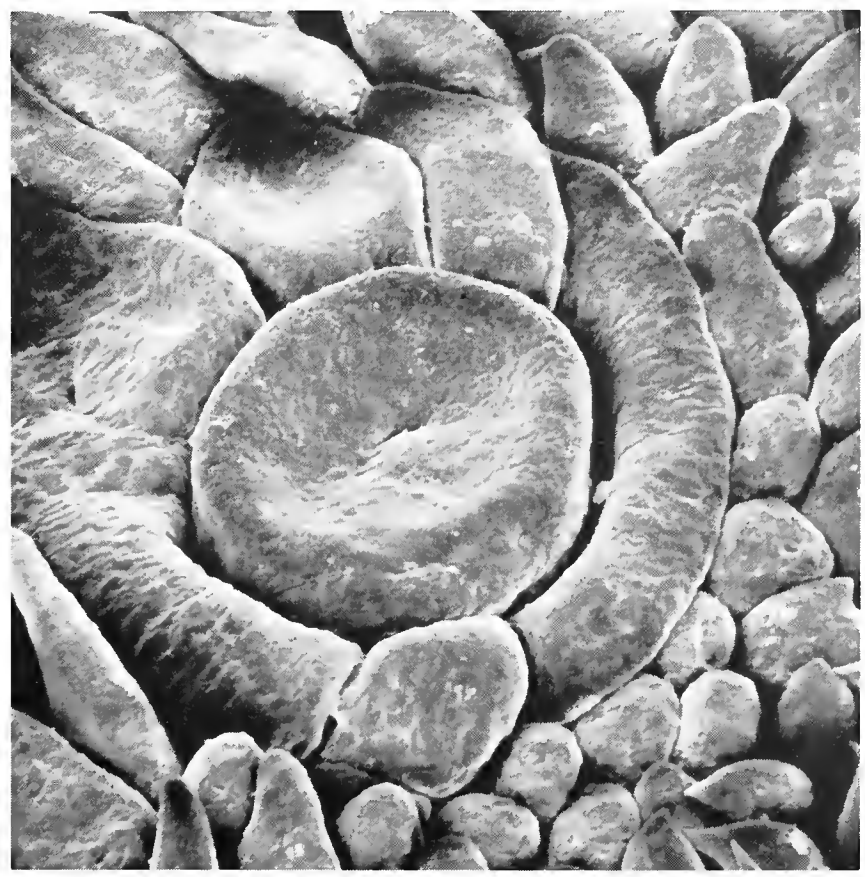
respitory cilia of the nose of a turtle

"The name of the game these days seems to be research. If you can put the word 'research' after what you're doing, then you're in the in group."

chancellor mautz

"It's that research is rebirth. It's like revitalizing the way you think about things. You just can't go on all your life reading what other people write. You've got to do it yourself. It's critical that teachers be involved in research, because it makes you think about what your discipline is all about. More than anything else, it's staying intellectually alive."

dr. d.f. ungurait



circumuloa papilla of a dogs tongue

vo taste buds on a frogs tongue

"The Engineering Science school was established in 1962 to fill the traditional gap between the education offered by the science departments and the engineering schools. The program currently has about 330 students, including 30 graduate students. Each year the school graduates the same number of B.S. students as do the chemistry and physics departments combined.

The phasing out of the Engineering Science school happened because our F.T.E. (full time equivalent student) is relatively low, considering the number of faculty we have. There are various reasons for this, reasons which we feel qualify our existence, but which the administration felt did not. They said we were too expensive for the number of FTE's. Our number of FTE's appears low because our students are required to take 20 hours in math and 20 in physics above the basic studies requirement. The same is true of our graduate students who typically take half their graduate program in math and physics; so we're constantly sending our students outside to bolster their degree work. We don't get any credit for that; consequently the lower number of students we do teach makes us look rather poor on an F.T.E. basis.

In addition to this financial reason, there may be a political reason. Because we were a weak school, we were chosen as a kind of pawn to show to the legislature as an example of what must happen when funds are cut off to the unviersity. About the last of April, Vice-President Craig, out of the clear blue sky, told us that he had previously established a secret committee to consider the possibility of phasing us out. They did not come to us for any data; all their data, most of it out of date, came from the graduate dean's office. They claimed that quite a few of our faculty members had not published anything recently because, although we actually had published, we didn't have any publications on file up there. What really disturbed me was that they didn't ask us; they went to some file which had never been established as a correct file. Even when we showed them our publications, it was too late. We found that the secret committee was investigating us and were informed by the graduate dean that we were to meet with the committee 4 days later to "defend" ourselves. We gave our data to the committee, but it didn't make any difference because they had already made up their minds. There was a minor dissenting opinion that we be moved to the school of Arts and Sciences as a department rather than continue as a separate

Engineering

Hangs It Up

school, but that was an unheeded dissenting voice. As it is, everything will be phased out in June, 1972. Everybody was given a letter of termination, including tenured faculty members, as tenure has no meaning when the program is phased out.

Two groups of students were most affected. Our present juniors will be able to get their B.S. degrees in June 1972. But our juniors in the honors program, who were in a 5-year program which includes an M.S. as well as a B.S., can get only their B.S. now. The problem here is their draft status — under the five-year program they are exempt until they finish their masters, but if they go somewhere else for a masters, they lose their exemption after receiving their B.S. The 80 or 90 sophomores who planned to enter the Engineering Science program in the fall and who have already taken 12 or 15 hours will not be allowed to enter the program in September 1971. To major in Engineering Science, they will have to go elsewhere, and this is nowhere else in Florida.

We've been working on this program ten years, making it a relevant, broad degree which a student can use, rather than a traditionally limited degree. We've had extremely complimentary letters from employers of our graduates, so we know the program is working.

The only bright ray we have is that the program might move to the University of South Florida; it will not move as a department, but as the idea, the inter-disciplinary approach. Our group of profs who can work together, though not as a separate department, would be hired by different departments, since the University of South Florida has openings for only 5 of the 10 graduate faculty members.

The administration seems to think that the university exists simply so it will have something to administer. The administrators seem to enjoy playing minor gods. I used to work for the Civil Serivce, and that's one of the reasons I went back to graduate school. There it was the same way; the bureaucracy establishes itself and makes it so difficult for you to get any work done. Every time you try to get something through the system you find yourself butting your head against a wall. The administration forgets the real reason the school is here. They lose sight of the basic motivation behind that particular institution. They completely switch things around. The Peter Principle itself is beautifully applicable -- people raised to their level of incompetence and staying there."

dr. edmond henneke

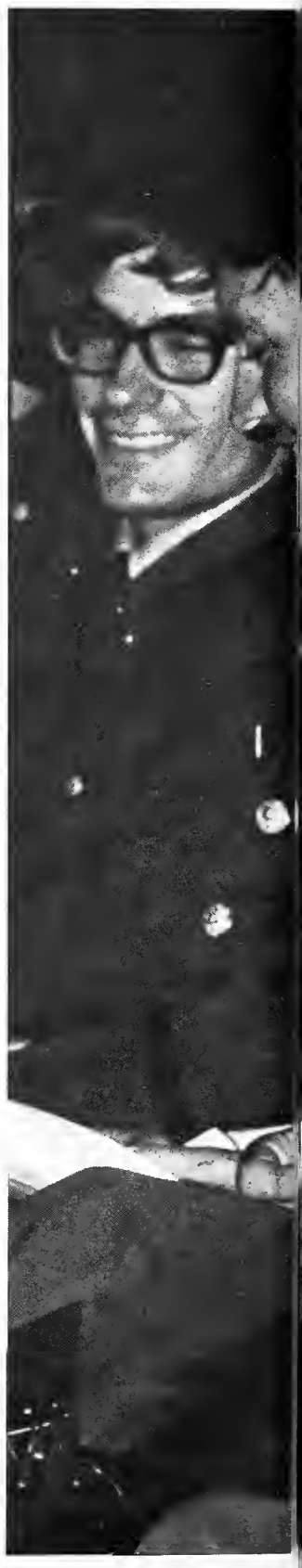
ROTC

"The anti-ROTC move on campus during the Kent Moratorium really served a beneficial purpose for the department. Following the discontent, a committee was established to study the department and make recommendations. Among the changes initiated, the class instruction assistance by people outside the military field has proven to be quite an avenue to improvement. For example, none of our instructing staff had law training; therefore, in matters concerning military/civilian law, aid from the School of Law has given our students the information needed. Thus, partially because of the dissension over ROTC's right to be in the college system, the department has become better rounded and more able to dove-tail our studies with those in the rest of the university.

As for the future of ROTC on college campuses, I feel it will play an even greater part than in the past. Even though an all-volunteer army replaces the draft system, the ROTC program will function in supplying about 65% of the officers. Thus the burden for a well-staffed military will still depend largely on the college military training programs.

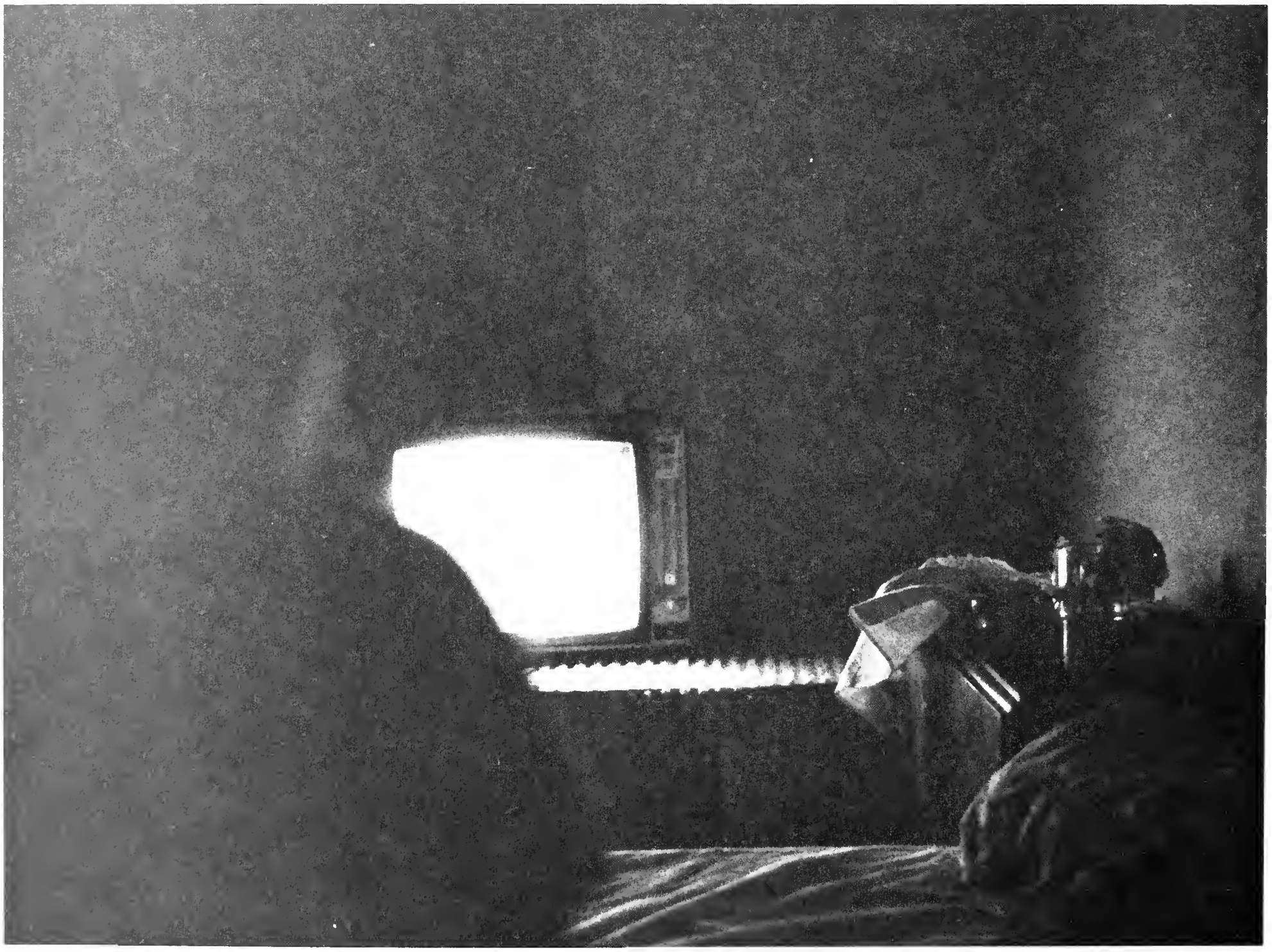
ROTC is the major source of the US's commissioned officer corps. It is also one of the established programs for FSU's role in influencing the armed forces. The FSU ROTC programs are intended to provide career-oriented officers, but the programs should also reflect this institution's academic challenges and character. The major argument for conducting ROTC programs on campus is that it provides the university an opportunity in shaping the fundamental training of the services' officers. It has been well argued that if ROTC were to be removed from the nation's campuses, there would be grave danger of isolating the services from the intellectual centers of the public. The demand for competent officers can be filled no more economically or efficiently in such large numbers as by the ROTC programs; therefore, the future of the program will open new opportunities for learning and serving the students' needs."

col. edward h. connor, III
head, dept. of aerospace studies



"You should consider what you are trying to get out of education. It costs the state of Florida if you are only going to come home from work, have a beer and watch the tube."

dean winters



"Here is another concern, a concern with the rising costs of education. I'm terribly concerned that the increased tuitions that have been levied for next fall will force many students or their parents to dig deeper into their pockets to come up with expenses and to come up with money. Worse than that it will undoubtly force many kids to give up on any chance of going to school. So, this obviously does nothing in the way of overcoming inequalities, and we certainly ought to be concerned with that. I see a reactionary trend around the nation, and it's not going to help us at all."

dr. e.l. sloan

"Somebody builds a road in the state and everybody can ride on it. You have to be rich enough to buy a vehicle to ride on it, but you can even walk on it. It's public.

Now one function of the state is to build roads and one function of the state is to educate, and you would think that a function of the state is to provide educational facilities to allow anybody who wanted to get an appropriate education to do it. But you can see now that's becoming less and less the case. If tuition raises keep coming along there won't be any way to distinguish public education from private education, except that if you had a choice, you'd probably choose private education.

If you're going to spend as much in tuition to go to a state university as to a private school and the private school is going to be smaller and have fewer kids in the classes, why not go to a private school? It just seems that the whole principle of public education is going to disappear. It's going to cut more and more people out.

Everybody's hassled about civil rights and desegration and all that stuff and it's really silly worrying about housing and stuff but not worrying about the fact that tuition is so high. It's going to get higher and the "underprivileged" are not going to get to go to school at all. You're cutting them more and more out rather than opening the doors more and more.

The same is true in terms of number of students. Any time you limit the number of students you've got to come up with a criterion to decide who gets in and who doesn't. And one cirterion is in terms of potential, capability or something. That could probably be defended. But it would be combined with the ability to pay. So what you get is smart rich kids who get to go to college — dumb rich kids might not get to go if they're real dumb — and poor kids who won't get to go whether they're smart or dumb."

dr. g.e. weaver

october 17: sunny and cool

a man
blind
white
walking along that ledge in front
of moore auditorium

obviously disoriented ...
his cane extended,
probing ...
encountering nothing but space
beyond that ledge --

children
black
playing in the courtyard
of moore auditorium
saw the blind man's plight,
broke off their play
and called:
"watch out –
don't move --
we'll help you.."

and so the little black men
ran to the blind man's side
took him by the arm
and led him
out of danger

the photographer
caught without his camera
could be no more than an observer
who was moved to weep
for joy and for sorrow

at the same moment ...
joy: because compassion
is part of man's nature

sorrow for as we grow old
compassion succumbs to prejudice and hatred
and we drive our fellow man
over the precipice
instead of leading him to safety

bill wood

So many people don't understand the blind, especially the young or narrow minded. They have this stereotyped image of the blind as being helpless.

linda horman

I went into the bar, and ordered a drink, and the waitress asked for an ID. So I pulled out the duplicate that I have of my birth certificate. "That's not good enough," she said.

So I told her it was all I had.

"Don't you have a driver's license?" she said. She didn't believe I was really 21, I guess.

"I can't drive. I'm blind," I said.

"Can you prove it?"

karkey

There are approximately 100 blind students in Florida's higher education system, and thirty percent of those are at Florida State. They are screened for college entrance by the Bureau for Blind Services on the basis of academic apitude, desire for higher learning and occupational goals requiring a university degree.

However, the blind who make it to the university level are the elite of the blind population. Even for those who do earn college degrees, there is no guarantee to employment.

"Normally, a blind person does not walk into an office, apply for a job, and get accepted. Public attitude toward the blind has definitely improved in the past few years. I think the blind are beginning to be accepted as people and as employees." — William Coleman, areas supervisor of the Vocational Rehabilitation Division for Blind Services.

"But this is still a sighted world, and people are prejudiced."

susan robinson
linda witty

EMERGENCE

The canal sucked me to an egg
And exploded a mitotic ball
Cushioned in red, velvet beds
Of bleeding roses.
I hid in this dark, cavernous garden,
Floating in wet dreams,
Fingering fantasies of the creeping cell
Whose growth loomed monotonous,
But soon I broke in a splash
On a cold, white plain.
I unfolded like a switchblade,
And the pointed metal star burst
Hermetic lids with an electric jolt.
A styrene cloud-world white and icy
Crystallized, engulfed and at once
Lanced the bruised cells,
Sprinkling snow with bloody blooms.
Paralyzed by a polephemic power,
I could not crawl back.

jim locke

"One of the things the new technology does, it frees man from concerning himself with manual labor. Arts education is helping people to enjoy their leisure time, and what arts training does is increase your capacity to enjoy yourself. One of the things it should do is refine discriminations.

To politicians, arts education does not have priority because of the returns, which are indirect.

Our society, for some reason, has blocked off important means of expression, and what happens in that kind of situation is a lot more neurotic people, violence and sadness. One can also say that one reason for the campus riots in the last four years is that people have not had the opportunity to express themselves emotionally. Student demonstrations and rock-throwing are, to me, symptomatic of the fact that corks have been put in outlets. Society has blocked off ways that people have of expressing themselves.

One of the things I really hate about what I do is when I go hat-in-hand to foundations to ask, 'Please give me money to do my art stuff'."

dr. gilbert lazier

ASOLO

THE STATE THEATER COMPANY

What it was ...

an intimate theatre built in the 18th century at the Italian town of Asolo. It was opened in 1798 and plays continued to be performed in the theatre until the early 20th century. When the Asolo was scheduled for destruction ca. 1930, an antiquarian purchased most of the decorations and furnishings. These were stored in Venice for nearly twenty years. In 1949, acting upon the recommendation of the Director of the Ringling Museums, the State of Florida purchased the Asolo Theatre. It was shipped to Sarasota, Florida, and in 1959 was assembled in its own building.

and is today ...

Asolo -- the State Theatre of Florida ... a company of equity actors supported by the State of Florida, grants from the Federal Government, private contributions, and production receipts. The company has achieved national acclaim and recognition not only for the excellent reputations of its performers and productions, but for its outstanding educational programs as well.

and means to F.S.U. ...

a living theatre laboratory, the fulfillment of an idea shared by Dr. Arthur Dorlag and Mr. Richard G. Fallon who, in 1959, as members of the Speech Department, discovered the 18th century Asolo playhouse on the museum grounds and were instrumental in acquiring its use for educational purposes involving F.S.U. students. Credit may be earned by both undergraduate and graduate students while studying under the direction of F.S.U. faculty in this unique learning environment.

The Master of Fine Arts degree is an important part of educational development at the Asolo. In order to be admitted to the program, and continue with it, one must exhibit creative talent and possess the ability to demonstrate increasing professional promise in the arts of the theatre. A candidate who completes the MFA Degree must be of such quality that he can seek, be recommended for, and find a position in an outstanding professional, regional, or repertoire company.

As is the case with many artistic endeavors, the Asolo has encountered but, thankfully, endured several financial crises. The fact that the Asolo Theatre is alive today is a tribute to the dedication of all who worked to make the Asolo State Theatre one of the most outstanding repertoire companies playing anywhere.

"The artist is very important to society. His function is to explain why we're here. In that capacity, he is priest-like.

The artist asks questions no one ever thinks of, questions that often disturb people and that's good, because people need to be disturbed. The artist offers escapism and though a solid diet of it is bad, escapism does function to help people forget their troubles and release tension.

You can't teach art, but you can create an atmosphere in which the artist can grow. That's what the university should do ... university people should not fight among themselves.

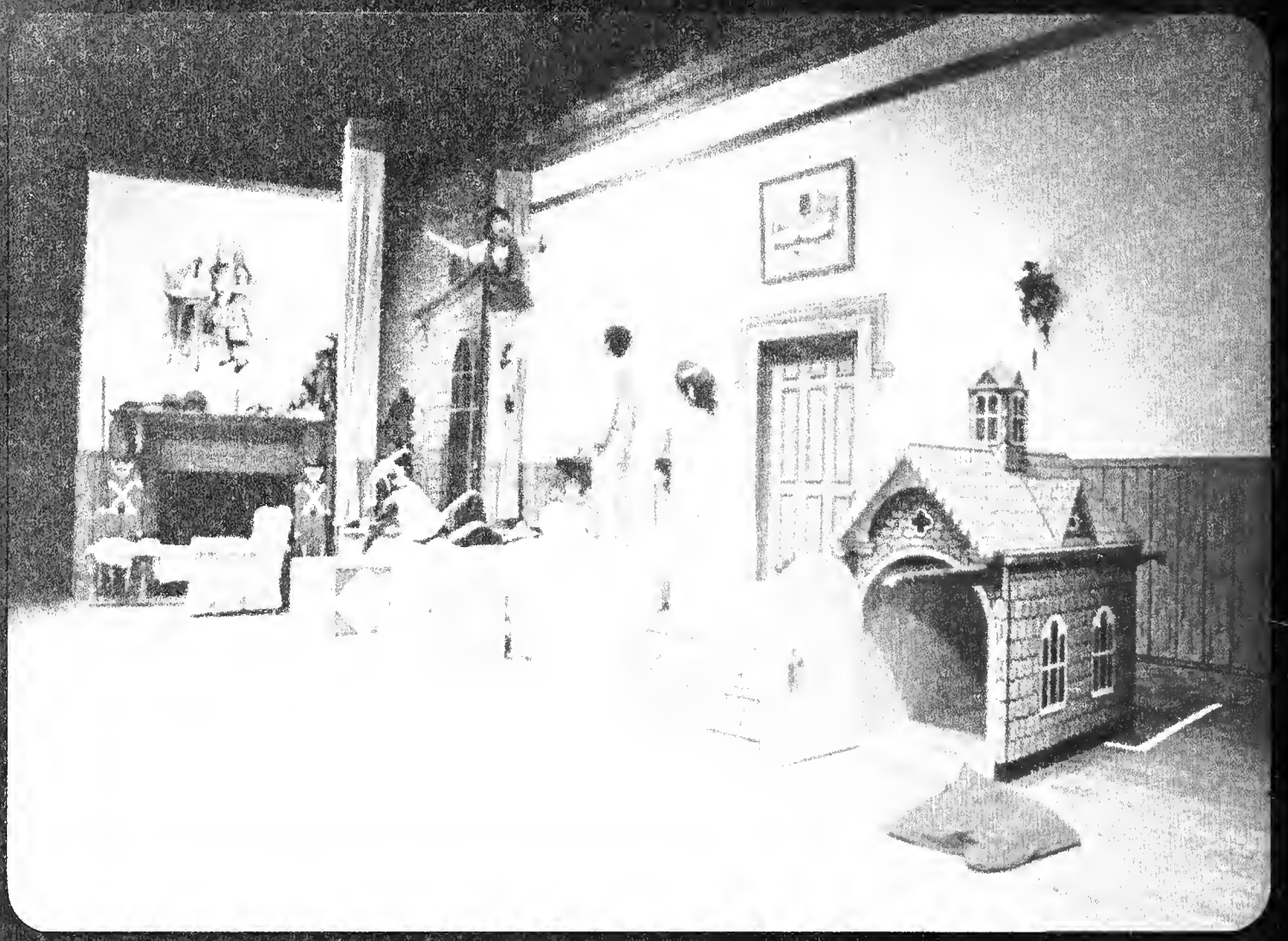
The theater department brings plays to the campus and gives an opportunity to students to work with a play in progress and grow as human beings. The Asolo project is particularly stimulating. It gives—from the MFA standpoint—on-the-job training, and it provides a bridge between educational and professional theater. There are very few organizations like that one can go to. It's similar to Yale's repertory theater.

The value of premieres is that they present students with a group of realities that they'll have to deal with in real professional work whether they like it or not.

That, to me, is what makes this department valuable: it presents students with real-life situations; there is an attitude of presenting the student with realities. Right from the very beginning, the student is constantly being told, 'this is the way of the world.' It's encouraging, and it's a strength—everybody talks to them about the realities."

david dannenbaum

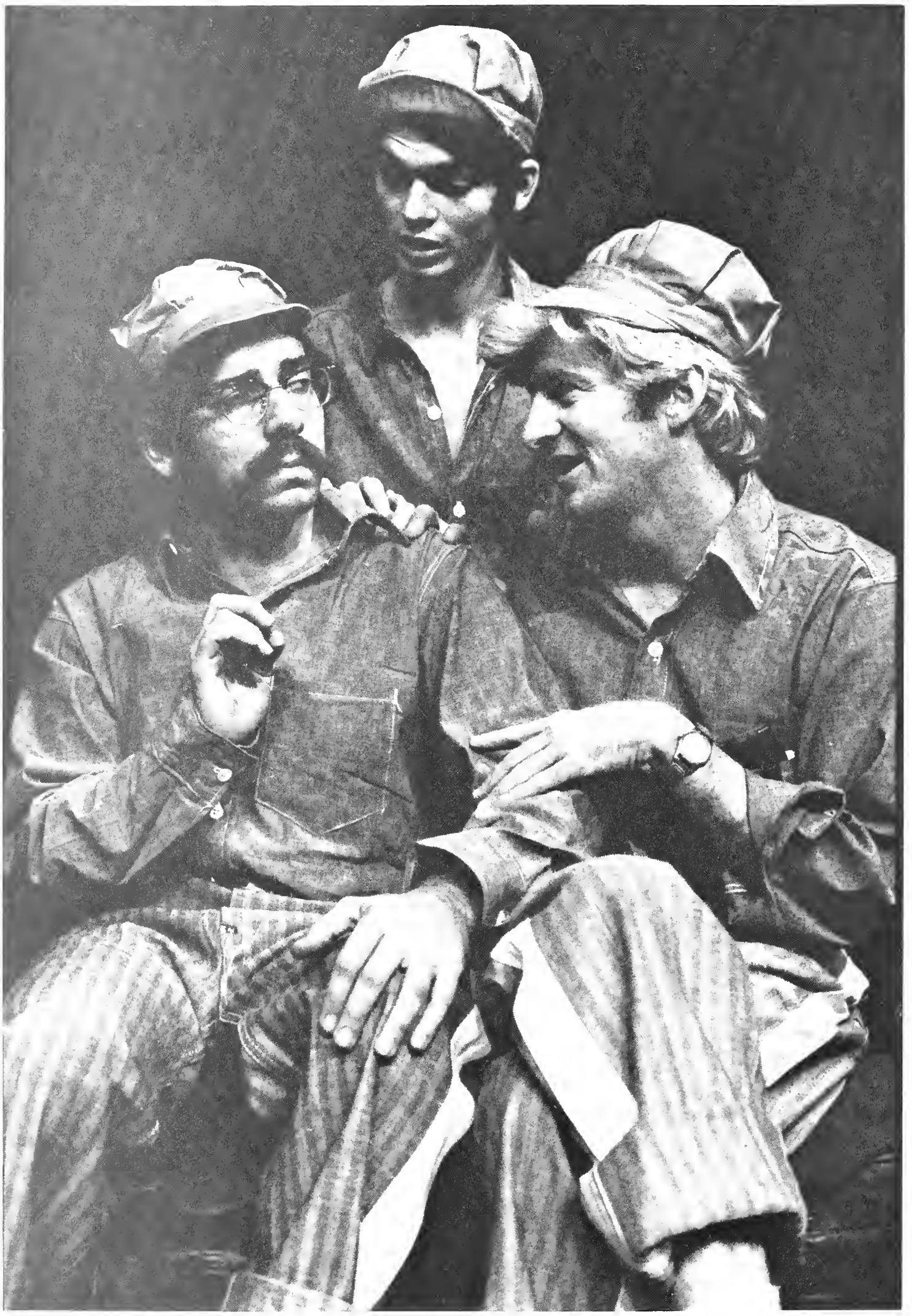
Peter Pan



Prince of Peasantmania

Rosencrantz

& Guildenstern are Dead



Keep Tightly Closed In A Cool Dry Place

"The arts are regarded by many as a frill, which I happen to think is unfortunate. I have observed at great length other nations, especially Eastern European nations, where the arts are not considered a frill.

If the leaders of our society want to make education the kind of education which will preserve the status quo, which will teach the new generation to conform to the values of the old generation, then the arts are a very important tool and weapon and I illustrate this by referring to Lenin, who, when he first came to power in Russia right after the red-white civil war, instituted theaters, especially children's theaters. When Russia was in its economically worst period, following the civil war, no public buildings were heated in Moscow except the theaters, so that Lenin could use the theaters as a forum, as a pedagogical weapon. It is still used that way by the Soviets and by all the satellites.

The interesting thing is that they use it effectively, which means that they plays are not didactic, not obviously propagandistic at all. They are very subtle and they're very well done. They pay the best salaries in the children's theater, for example, to playwrights and actors to make sure that the productions are of the highest caliber and very artistic so there's no chance of the audience being turned off by a moral, but rather very subtly introduced to the values of the Soviet state. And it works.

The theater here is not even regarded as existing by our government. It could be used in one of two ways: we could use it as the Soviets do to try and reinforce the values that our founding fathers believed in, whatever they were, or we could use the theater to try and develop creative problem-solving types of citizens of the future who would be open to communication and ideas.

We're not using the theater in either one of those ways—we're not using the theater at all or any of the other arts. Private patronage, foundation support, keeps it going, although that is getting harder to get as the tax structure changes. Very, very recently the government, our government, the federal government, started to pay attention to the cultural side of life. Don't ask me what their motives are, I don't think they know, I suspect it's a holdover from the mystique of Jack Kennedy and the people in Washington today don't really know why they support the arts, but they think it's the popular thing.

For example, the federal government has given $100,000 to each state in this new fiscal year for support of arts programs in the hopes that it would be matched by the state governments. I think all but about five state governments have come through with matching funds and Florida is one of the ones that has not.

Our theater program performances support themselves from the ticket receipts, and in fact, they pay most of our graduate assistantships and some of our other office expenses. The money that we get from the university is only to support the activities of the departments, which is the educational part: the courses, teaching, materials and things like that."

dr. m.h. goldberg

IS ANYONE LISTENING?

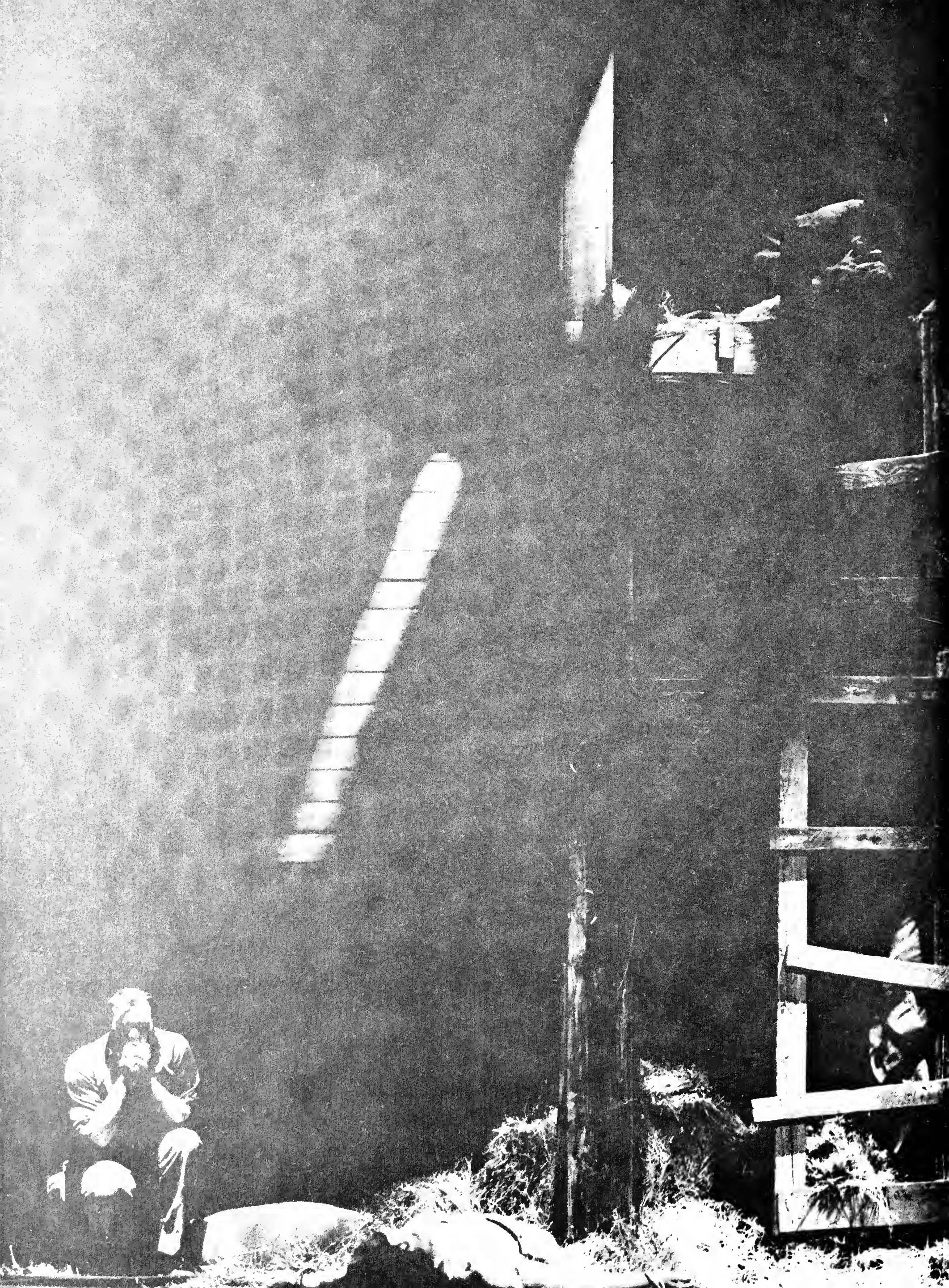
"When talking about any kind of public program or event, we're talking about theater as a three-dimensional symbol. Theater becomes empty when it's symbolic—gestures have no relationship to society.

"Genet said that there is no longer any distinction between theater and real life."

dr. gilbert lazier

GUY

S & DOLLS



OPERA

"I was very pleased by the response to 'Mice and Men.' It was a beautiful production; in some ways it is the finest production I've seen of it.

In some ways opera is more popular now than in the past. It probably has a wider audience, but it's a mixed bag. The question of support is very much with us. In other words, what is to be opera's continuing support? In the past it's been supported by private fortunes in this country, a situation which, in a sense, has made it a preserve of the very wealthy and has limited opera's appeal. Perhaps a wider base of support would indicate a wider public interest. But I feel that if the opera is to gain wider acceptance it has to be updated theatrically, and, of course, done in English to gain wider interest. In other words, it has to become—I think the fancy term nowadays is 'relevant'—to a much wider audience. So I think that opera is at a crossroads in this country because private fortunes are no longer able to support the deficits that opera inevitably brings about because nobody ever made opera pay for itself, it's just too expensive.

If opera could in some way be a servant to the state outside of Tallahassee, then there might be some reason for the legislature to give it an appropriation. Of course, it indirectly gives support now as it gives support to the university—this in a very small way, however.

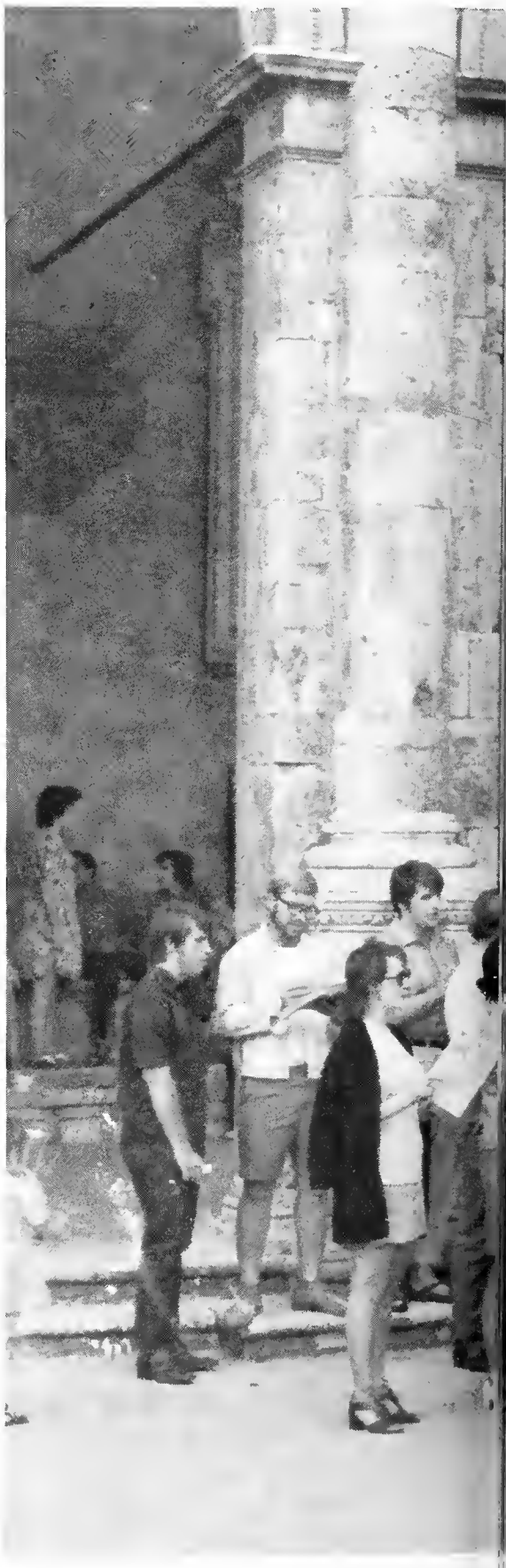
I think standard opera presented to children at a very early age and presented as a story will do a lot toward getting rid of the stigma opera has in this country for people who think they are going to be bored for two hours and who sometimes are, but that is because there has been a lack of familiarity with what they are seeing and it's done in a foreign language.

I think in a sense that it's not even necessary to do children's opera. If you do standard operas in a version that children can absorb, you begin to create a proper climate for it.

For instance, an earlier opera of mine, 'Susanna', was done down in Orlando this spring, and they adapted it for children. They followed the story lines, but it took a few startling departures to make it more understandable to children. If this opera is played when they grow up, they will still have an identification with the opera and a familiarity with it that they otherwise never would have had."

carlisle floyd

University Sin
SPOL



The University Singers under the direction of Dr. Joseph R. Flummerfelt appeared at the Spoleto Festival DEI DU MONDI, "Festival of Two Worlds." This was the 14th year of the Spoleto Festival, founded by Gian Carlo Menotti, composer of the opera "Amahl and the Night Visitors." The Singers' repertoire at the festival ranged from Bach to contemporary works. Housing was provided by the local Spoleto families.

gers in
TO

"America is the most aggressive, powerful country in the world today — and it's commiting the most atrocities, at this point ... so it's really ideal to be here and fight it.

The non-violent movement must begin here in America and here, in this century. And if you use violence to any degree, you're left with that amount of violence at the end.

There is no sane morality for the nation-state. As long as you have a country, you're going to have to defend it. America can defend its property but cannot defend human lives. Defending human lives requires taking emphasis off of land. The minute you have a lot of land, you have a boundary, and the minute you have a boundary, you have to protect it. It's impossible to have nation and remain non-violent."

joan baez

All I

some fa

"All I want to do is lay some facts on the table," said actress Jane Fonda moments before her speech.

In an informal talk with FSU press representatives, Miss Fonda touched on areas spotlighted in a press conference earlier in the day — the Vietnam war, economic exploitation, current military policy and the suppression of women.

These were also the focal points of her hour-long speech in Ruby Diamond Auditorium, where a crowded audience listened attentively to the joint proposals of Miss Fonda and National Student Association (NSA) President David Ifshin.

The proposals revolved around the acceptance or refusal of the NSA—proposed peace treaty involving South Vietnam, North Vietnam, the National Liberation Front and the U.S.

Ifshin, who visited Vietnam with various NSA representatives, reported that atrocities are being committed upon dissident students and artists in South Vietnam by the Thieu-Ky government, which Miss Fonda later termed an "unholy alliance."

Miss Fonda began her talk with an analogy between her film "They Shoot Horses, Don't They?" and the citizens of contemporary America.

"Hollywood, an oppressive institution, can cry, 'Look at how bad things are' without providing a solution," she said. "They can show people ruining their health and destroying themselves by running after some prize held before them like a carrot."

"When Gloria — the character I played — found out that in fact they'd

want to do is lay
cts on the table.

It was Miss Fonda's assessment of he state of America that "we are eing lied to and manipulated" by the Nixon administration in regard to roop withdrawals and the le-escalation of the war.

"Nixon is escalating the war into Cambodia and Laos and lying to the American people," she said.

"He is withdrawing combat troops because the combat troops aren't ighting," she said.

According to Miss Fonda, prior to he Tet offensive, an "illusion existed een lied to and manipulated by the rize that did not exist, she destroyed erself.

"Even that was a chauvinist tatement," Miss Fonda continued. 'It was saying, 'woman is so weak, she can't even kill herself; she has to get a nan to do it.'"

among soldiers that progress was being made." Cited by Miss Fonda was General Westmoreland's 1967 statement that the fighting forces were then able to see "the light at the end of the tunnel." After the protracted fighting and accelerated guerrilla warfare among villages that American troops had liberated, she said, "the soldiers realized they'd been lied to."

In Vietnam there is "a new kind of soldier ... there are not John Wayne freaks over there now," she said.

She said these military men are very fast at recognizing hypocrisy and are not willing to die for it. As a result, combat troops are now used as maneuver elements.

Another result is that "No smart officer would ask his men to cut their shoulder-length hair. No smart officer would ask his men to take off their

peace medallions or beads or stop smoking pot or send his men out on assignments that would endanger their lives."

Miss Fonda said officers are increasingly reluctant to deal harshly with mutinous or apathetic troops because of the practice of "fragging" or intense harassment of an unpopular officer.

Men now go out on patrol, she said, just far enough from encampments to escape detection. There, they "blow grass, lie down and stargaze."

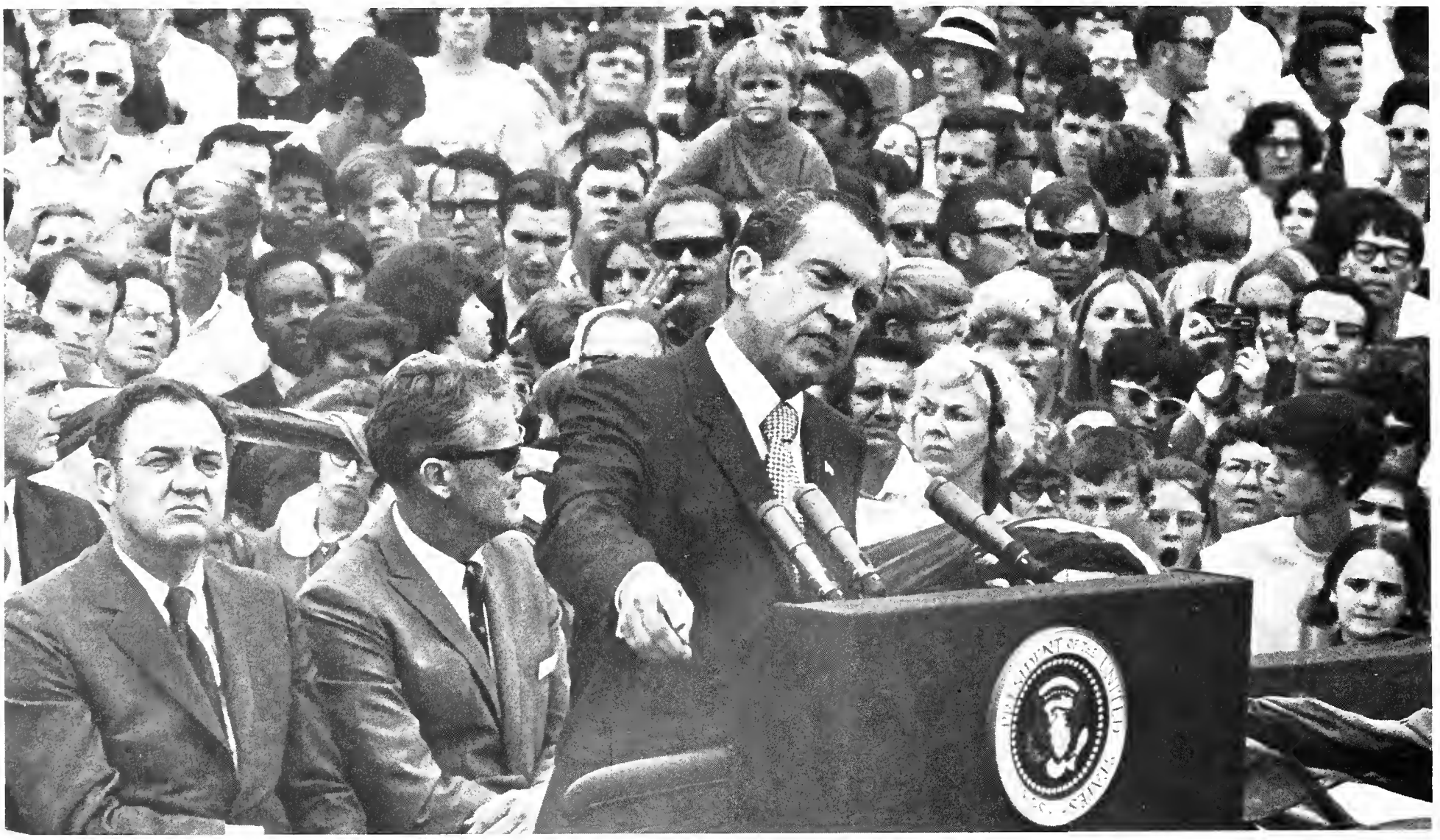
She said national news media has picked up evidences of the rebellion of the draftees and cited as examples recent articles in "Life" magazine and news specials.

Another example of a change in the new enlisted man, she said, was the defection rate of U.S. forces, which has "tripled in the past three years."

"Of course, the ground soldiers are now being replaced by newer, more horrifying methods of war," she said, listing a variety of gadgetry reminiscent of an H.G. Wells novel. This assortment of technological atrocities, she said, is producing a generation of thalidomide-like babies resulting from chromosome damage inflicted on the parents by various chemicals used by U.S. forces throughout Vietnam.

kim rogers
from the flambeau
january 25, 1971

Nixon at Tallahassee Airport



Amid scores of Secret Service Men, local law enforcement officials, riot troops and Marines, President Richard M. Nixon made his first Tallahassee appearance in a whistle-shop visit last October.

A Republican triumverate consisting of Nixon, Governor Claude Kirk, and Congressman George Cramer arrived at the Tallahassee Municipal Airport to greet a crowd comprised of nearly 10,000 Tallahassee residents and FSU students.

Before the afternoon was over, some 13 FSU students had been arrested on charges ranging from disorderly conduct to resisting arrest.

The rumblings began when the crowd was divided.

While well-dressed and clean cut spectators were admitted freely to the area near the speaker's platform, long-haired students clad in "hippie-type" clothing were directed to a tiny cordoned area to the left of the terminal, shadowed and blocked by a large tree.

After the arrival of Air Force One, Governor Kirk gave a short introduction that urged the removal of the "Kennedys, Bayhs and Fullbrights" from the U.S. Senate, and derided the "so-called peaceniks" on university campuses. The last either drew choruses of "Bullshit, Bullshit, Bullshit" from the student crowd. The signs held aloft read "They Shoot Students, Don't They?" and "Save America - Stop Nixon, Kirk, Cramer."

Enviornmental Action Group (EAG) signs were also in evidence, urging "Stop the Florida Barge Canal."

Nixon's speech drew a more enthusiastic applause from the crowd adjacent the speaker's platform as he expressed intent to bring a peace in Vietnam with "a Victory". In line with the president's speech for victory came his subjective judgment of American youth - as those far different from the crowd demonstrators. This was met by a resounding applause from the larger crowd, and upraised clenched fists from many students.

Toward the end of the Nixon speech, an incident occured between police and the students cordoned to the left of the terminal.

"Someone started pushing," said Freshman Linda Fickett, bearing a "Stop the Canal" sign with the EAG contingent. "I was pushed forward. My sign was forcibly yanked from me. The police started shoving us and pushing us. I had just about gotten away when this plainclothesman grabbed me by my coat lapels and threw me several yards."

Reports that police used clubs and fists in the melee that followed abounded in the following days, as the 13 arrested students were released from the Leon County Jail.

"I think the most obvious problem we are faced with today is this nation's participation in a war that many people have been opposed to for a good long while. We have reached a point now where the polls indicate that a majority of the population has decided now that we've made a mistake and that we should withdraw.

My own feeling is that things are going to get worse at the conclusion of the war. I think that it's going to be necessary that we withdraw from Indochina, and from Vietnam specifically, under conditions that will suggest to large numbers of the population either of two things. Number one, we were defeated militarily on the field of battle, and that's going to be a very tough thing for people to live with. Here we view ourselves as the strongest military power in the world and we've been defeated by the 'little devils in black pajamas,' and if we weren't defeated then it was a tie, and a tie in many respects is a victory for the guerrilla forces. So, there is going to be some tough soul-searching when it's all over. I think there is going to be a search on the part of that many segments of our society for scapegoats. The Nixon Administration has prepared itself for the inevitability of failure. Time after time, President Nixon and his spokesmen have asserted that they could have won a just settlement at the peace conference in Paris were it not for the internal dissent at home. If it weren't for the anti-war protests, if it weren't for student protests, if it weren't for internal dissent, and if it weren't for black protests, and if we could bring ourselves together and present a united, cohesive front, then we could have won a victory at the Paris peace conference. I don't think that's the case, but nonetheless, what the Nixon Administration is doing is hedging against the inevitability of failure. When it's all over they're going to hold these dissenting groups responsible for the fact that Vietnam did not come out the way they wanted it to.

There is a good possibility that the withdrawal from Vietnam will be followed by what many people will see as a communist takeover, and the possibility of a bloodbath in Vietnam is very real. That, too, will lead others to turn toward scapegoats.

The economic picture is tied into the war. Generally, participation in war feeds the economy. What we see in this war is that we have very high levels of unemployment accompanying participation. So the transference from a wartime to a peacetime economy is going to be very difficult, and I see little thought given to the problems accompanying that kind of movement from a wartime to a peacetime economy. Then more and more I'm convinced that this nation is not committed to transferring expenditure of money, time and energy that is being spent in Vietnam into the domestic problems that have been put on the 'back burner' for so many years now. When the realization comes to us that we're not willing to make that commitment, things are going to get very rough. It's going to be a very tough and trying time for the entire nation."

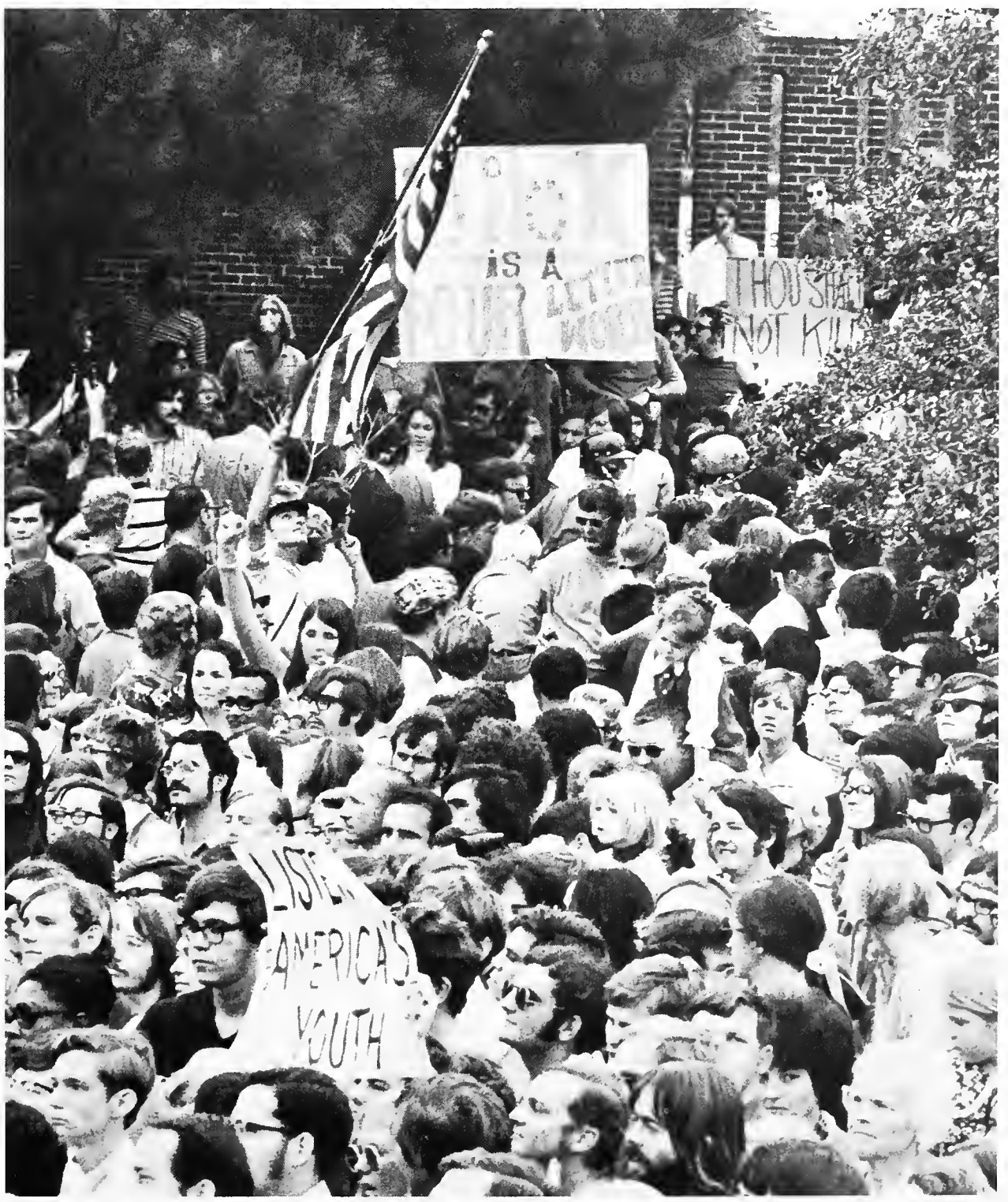
dr. e.l. sloan

"There should be cooperation between the Board of Regents, the university officials, and the students. The dialogue should be open and real.

We are affected, obviously, by the war: hence it is the duty of the government to let us know as truthfully as possible. And I think the newspapers have every right to publish what they deem as significant to the masses, and I think the government really owes us that much.

The sooner we get out of Vietnam the better off we are. Just think of all the money we are spending in Vietnam. We certainly can use some of it here to help people who are starving or some of it could go to the Indians and other minority groups so we can improve their environment. There are so many things."

dr. abu shanab



Washingto

n April 24

"We've already done it once before on November 15 last year. Why do it again, and repeat a failure in a bigger way, which is just doing an 'all-American thing,' thinking that a bigger and better demonstration is bound to work if a smaller one doesn't. So if a quarter of a million fail on the first try, why not get a whole million people to fail?

I think there was more of a carnival atmosphere this time because everybody was selling things, and the Hare Krishnas were there, everybody was kind of touring around, looking at all the different 'schools,' political groups, and things like that. It was interesting for those of us who had been to the previous demonstration. When they sang "Let the Sun Shine In," it brought on a feeling of nostalgia and a feeling of pathos. It was just like it was an old and trite thing, sort of a traditional, annual demonstration—we all sang "Let the Sun Shine In" and "Give Peace a Chance." Not very fun.

April 24 was interesting because there were a lot of young people there. I think more than any time. There were really a lot of teeny boppers and high school students and people like that ... It's good that the new generation is getting a feeling of futility with mass demonstrations.

I don't know how I got rooked into going to April 24th. It was really dumb ... I guess it was the feeling that April 24th was going to be THE demonstration, the big one. It was the biggest rook of anything.

It was interesting; as you went up towards the top part of the crowd, the enthusiasm got continually stronger—I guess that's as it should be. Over a distance of about 200 or 300 yards, so far as up near the speakers and back towards the end, the range of feeling went from great enthusiasm and a great feeling of accomplishment upon seeing all the great stars who came to perform to a kind of overly tired sort of degenerate feeling, like going to some carnival and having nothing happen. Where you'd paid $10 to get in and nothing came off, yet you'd been walking all day looking for the action and hadn't found any. But otherwise, because it was only one day, it felt like a waste of time. I guess probably the fun part of it was when you left. I thought, 'Oh man, maybe I should get on the wrong bus, look at all the cool places I could go. Go to all the places I've always wanted to see before.'"

james funk

Mayday

"I went because I was so glad to see the anti-war movement moving into a Gandhi, non-violent, civil disobedience thing. My experience showed that we aren't religious enough yet or disciplined to get rid of the hate, the hate they have taught us."

tom dazell, 19 yr. old u. of penn.
student and non-rad., quoted in
Tallahassee Democrat, May 23

"The April 24th through May 5th demonstrations expressed the Anti-war sentiments of large numbers of Americans. April 24th with its massive turnout led by Vietnam veterans was highly effective. May Day was an attempt to carry this sentiment to a higher level. People declared that they were willing to break the law, to physically stop the government in order to force an end to its criminal involvement in Indo-China. There is a difference of political awareness between the demonstrators. May Day reflects the knowledge that the government is deliberately wrong and that we must stop this wrong-doing, where the 24th's attitude is that we just made a mistake, and must correct it.

As far as shutting down Washington, May Day was a failure; but political points were made. We showed the nation and the world that people are willing to break the law to protest the war; and we showed how much of a sham American justice can be.

Although most of the people of Washington went out of their way to be kind to us, we haven't reached the point where Americans are willing to break with routine and not cooperate with the warmakers. Until we reach this point - where people are willing to go beyond protesting within accepted channels - demonstrations like May Day will remain unsucessful. For example, if enough motorists in Washington had been willing to stop their cars, we would have succeeded in achieving our goals.

Most people realize the existence of our problems, the war, poverty, pollution, alienation, etc. However, I think many people fail to realize that our "system" itself is the most important of these problems - one that prevents us from removing the others. When the majority of people come to this conclusion then we will be effective in getting something done."

robert hornyak
former member of sds

"... Nanny Washburn told it like it is from the viewpoint of a 71-year-old protester. 'I spend my 71st birthday in the pigs' concentration camp Monday, and I want to tell you it was the greatest experience of my life ... I'd rather give my life to the cause of peace than die a natural death.'"

"... Rep. G.V. (Sonny) Montgomery (D-Miss.) charged up the Capitol steps to snatch what he thought to be a Vietcong flag from the hand of one of the protesters.

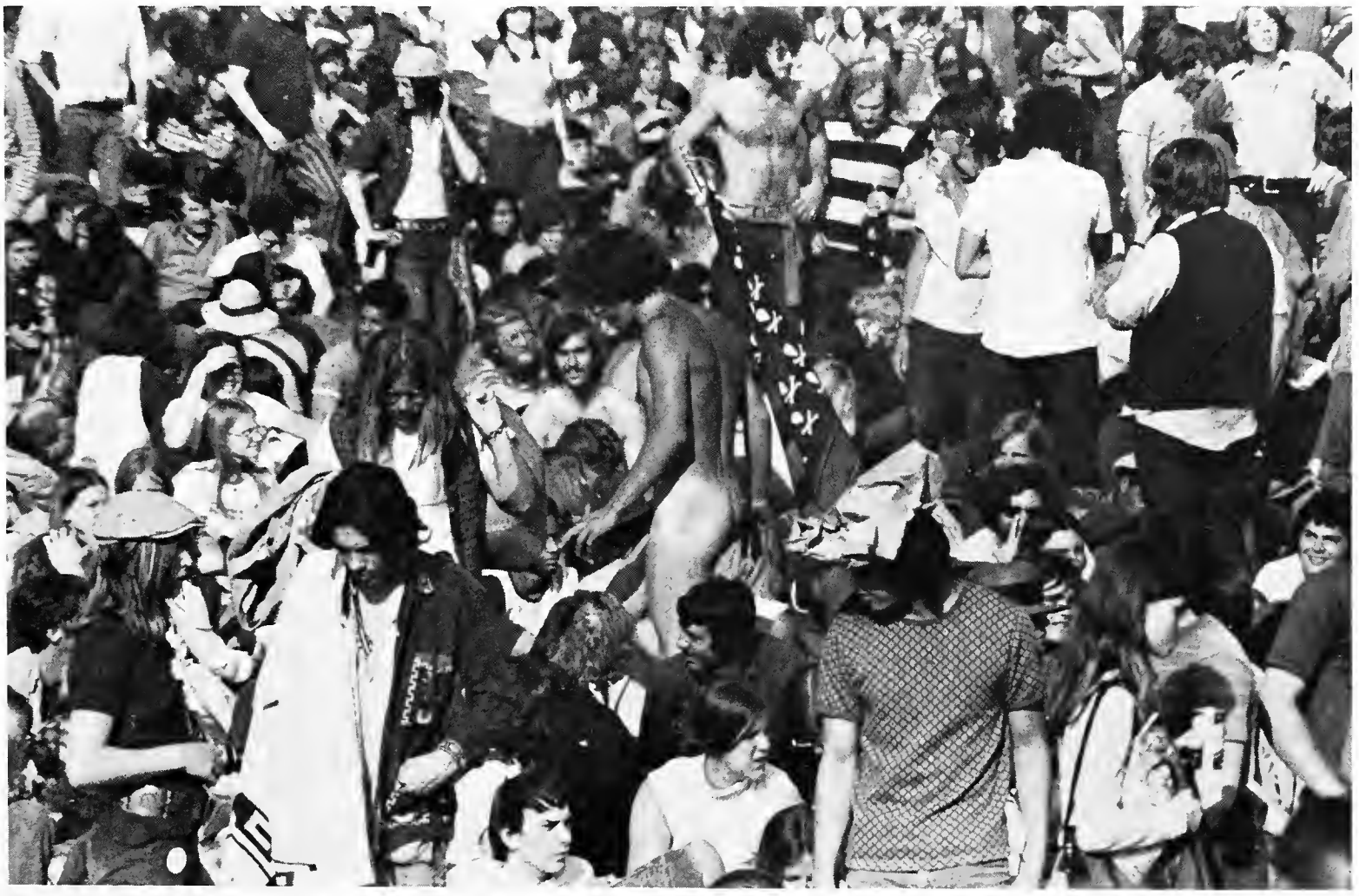
'I felt it was necessary to show that some members of Congress are opened (sic) to tactics of anarchy and action bordering on oppression,' Montgomery said later.

What Montgomery grabbed was not actually a Vietcong flag, but a copy of the people's peace treaty on a banner."

Washington Post, May 6.

"...for days and days and nights and nights thousands of demonstrators -- some of whom arrived here in $6,000 convertibles shouting 'Power to the people' -- have been allowed by the public authority to break a dozen laws, ranging from wide public fornication in daylight to the sale of marijuana and herion ... Will an end to the Vietnam war, even when it comes, placate the new storm troopers? Or will they not return again and again, springtime after springtime, with more demands, with more riot and guerilla blackmail, for this, that or the other thing?"

William S. White in a column published in The Washington Post, May 8



It was every mother's nightmare

"The drive takes forever and then some. Everyone in the car is laughing, making jokes that aren't really funny, and scared out of their minds. For the past two days you've been bombarded by rumors about the Arlington Police Department and now you're remembering every one of the. Thousands of shards of information are all trying to fall into place -- what to do if you're busted, what to do if you're gassed, what to do in a million other situations that you can't even remember. So you try to remember what the past few days in Washington were like, what in the hell you're doing here at five in the morning ripping off a bridge!

It was like every mother's nightmare. The Beachboys standing next to a giant Viet Cong flag, singing about surfing and California girls, while little clouds of marijuana smoke floated over the Potomac. Acres and acres of people punctuated with the red and blue colors of the Vietnamese people, the red flag of revolution, the black flag of anarchy and directly in front of you your flag: the red star and marijuana leaf of a black field. You are struck by the difference between this and other national actions you've been involved with. These people have bought a culture with them to Washington.

Sunday morning and the word spread fast that the campground had been busted. A People's Medic tells you that the only people arrested were the Vets Against the War, and that there was no violence. You move to Georgetown University, close to the Key Bridge. It's raining and getting cold, but you decide to walk across the bridge to the Virginia side to get some idea of what's going to happen Monday. The police are already there, watching you as you walk around the access roads leading to the bridge. You never realized quite how scared you could get.

Remember the other times we came to Washington. The Moratorium, so very long ago, with the half million peace signs and quiet antiwar hymns while the president watched a football game. The shattering reality of the march on the Justice Department, the retching pain of the gas.

And the war goes on.

Remember Kent State and Cambodia. Remember feeling rage. Remember the long arc the rock carved and the shattering of glass.

And the war goes on.

And now we moved across a long bridge in the rain, here once again to call for an end to the madness. And we knew the war will go on. You raise a clenched fist to the figures in the jeeps, and from several jeeps you see answering salutes of clenched fists. You move closer to the bridge, feeling both exhilerated and terribly afraid.

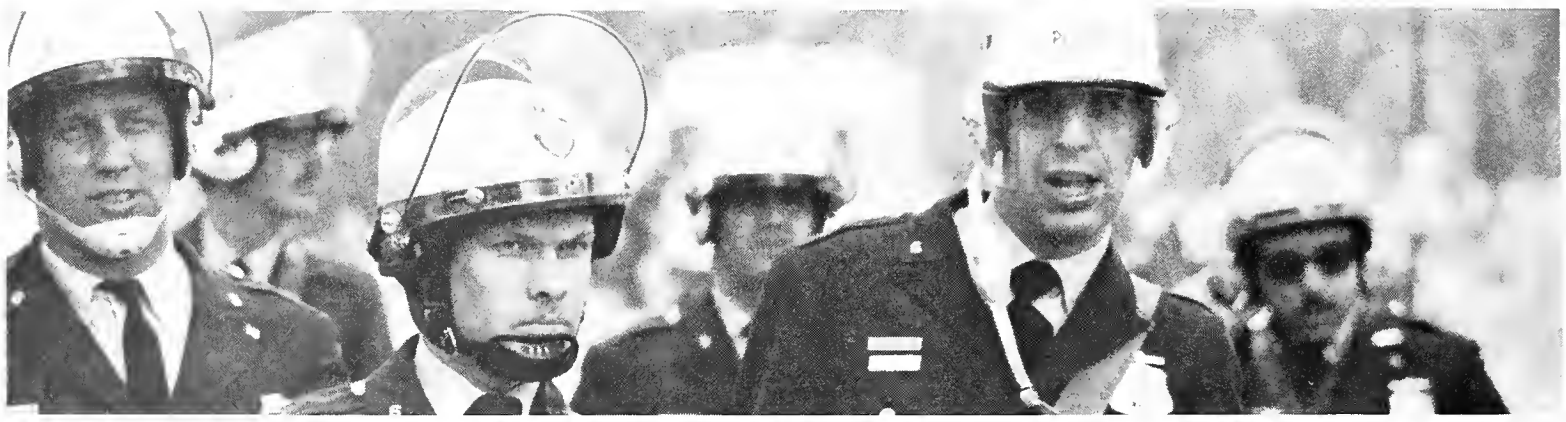
The bridge is in sight.

And all plans are off. National Guard troops occupy the circle leading to the bridge. Every cop in Virginia is standing by, waiting for the order, looking forward to the order to crack heads. All you can do is keep moving,

go where you're told. You join other people, keep moving, forming bigger and bigger groups. Someone shouts "This is it, brothers," and the crowd moves into the street, into a small access artery, and traffic stops. The bullhorns shout and police come running, face visors down and waving clubs. You move back to the sidewalk and follow the crowd. Maybe 300 people are moving together now, and the crowd moves into another street, chanting. Police use their motorcycles to split the crowd in half, and other police use their clubs to disperse the people. You keep moving.

You look up at a Holiday Inn you pass. The restaurant is all glass, a triumph of technology, and overlooks the street. Every table is full, surrounded by men in dark suits and ties watching the spectacle in the streets. One man's glance seems to catch yours. He is fat and wearing a bow tie. He is nonchalant, watching. And his face is burned into your mind, because America belongs to him. Because the ideals of America are the ideals of that face eating breakfast. Because he is the past. You wonder if he can feel the water rising around the Holiday Inn. You wonder if he can feel the strength of your emotions. You wonder if he knows that you'll be back."

michael bane



"... in the squalor of the wire stockade and the confusion of the municipal courts, the radicals seemed to have relearned the age-old lesson of militant minorities in any open society -- that the government may be goaded into costly victories and its opponents handed exploitable defeats."

Newsweek, May 17

"These nasties are achieving their purpose. They came here to get arrested and they're getting arrested."

Sen. Rep. Leader Hugh Scott (Pa.)
quoted in The Washington Post, May 4

"7,000 Arrested Disrupting City"; "Arrests Set Record for a Single Day"; "Jails, Courts Overburdened"; "Protesters Irk Citizens"; "New Obstructions Threatened Today"

Washington Post headlines,
page one, May 4

THROUGH PORTALS GENTLY

Ogred, moss draped oaks do stand
beneath the burning moon, as crinolined
dresses promenade
with the yellow-striped blue pants
on dewless, courting grass in trance.

Poised below cold chandeliers
prismatic hopefuls to other years
honor white wifehood;
and a spectrum opens as canopying dresses
and the yellow-striped blue pants
waltz the aching floor in dance.

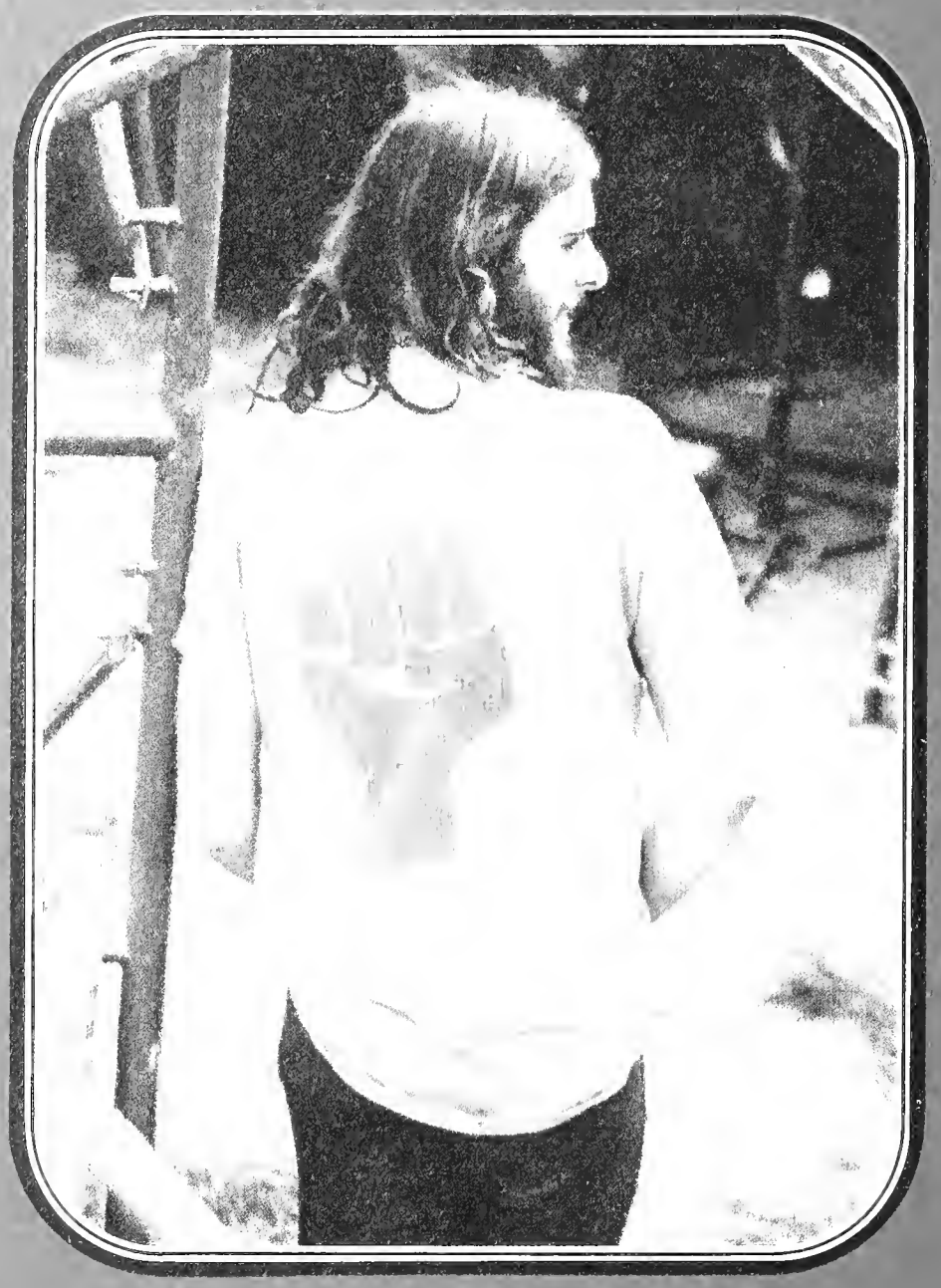
Crossed swords of groomsmen sanctify
the soldier's vow, a holy lie:
'til death do we part.
For onward moves the guidon, flagging
over comrades and the groom
in the yellow-striped blue pants,
moving serpentine with lance.

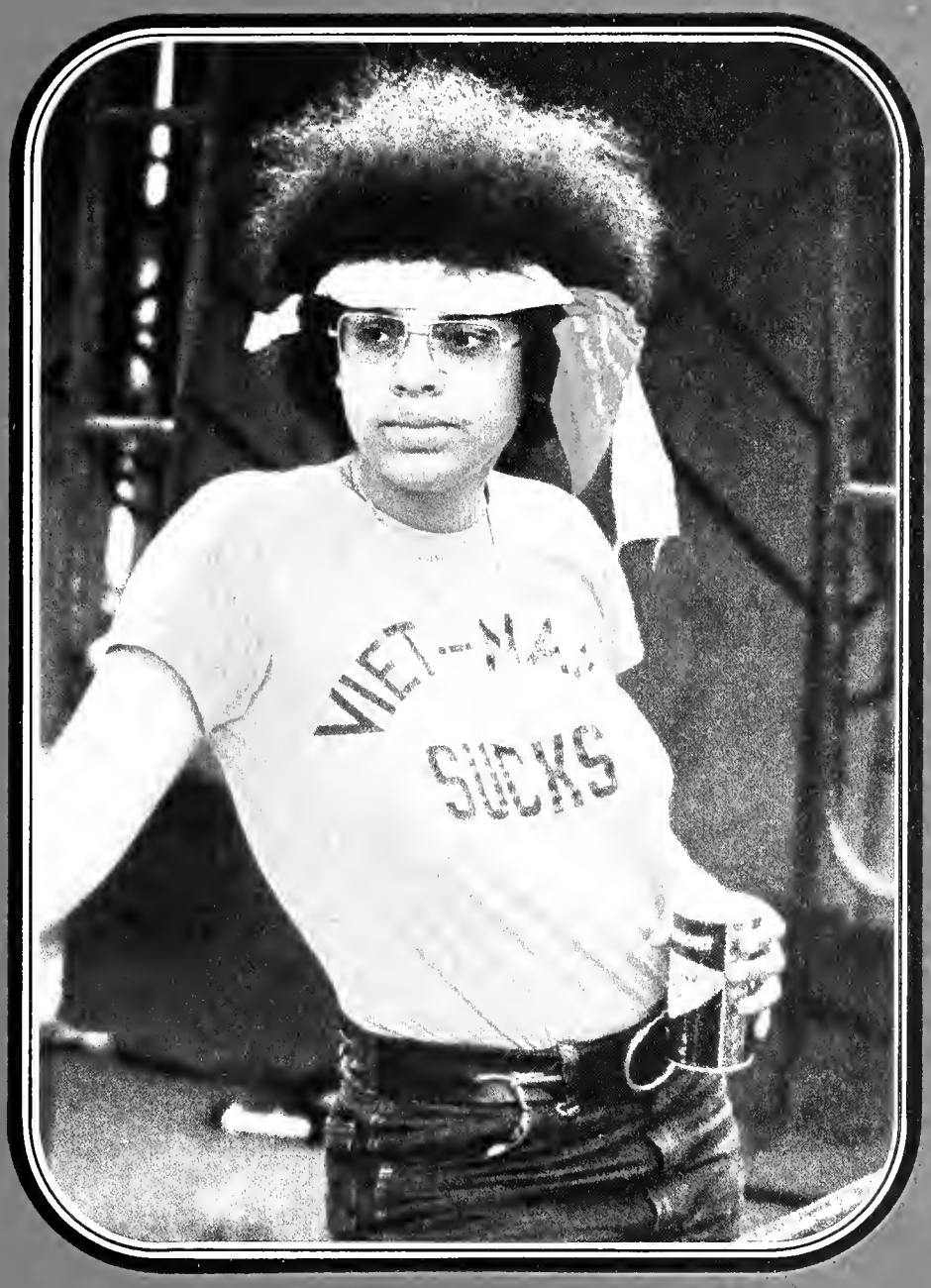
Tasseled, papered walls await
soldiers called to crenellate
fallen battlements
of stone, constructed now of flesh,
from the men who battle tore
from the yellow-striped blue pants
from the cannoned walls by chance.

Widowed flowers gently pressed
gracing once a young girl's breast
live as reminders
of turning, moon-glown crinolined dresses
and the yellow-striped blue pants
behind the frosted glass in dance.

Commanded, bugled Taps compounds
with dancing to the hallowed ground:
a stilling ritual
of the yellow-striped blue pants,
while boots and drums amend the chants.

jack abstein




VIET-NAM
SUCKS

Ecology action is not something you join, it's something you do! On the case the Environmental Action Group seeks to reach the individual through the promotion of ecological activities that all persons can become a part of. Since Earth Day of last year the EAG has tripled its forces, with the word moving into action in events unheard of five years ago that are now a reality. The Nixon rally last fall finally brought to the President's attention that FLORIDA WANTS THE CROSS FLORIDA BARGE CANAL STOPPED NOW! A demonstration that really had results. The tragic indiscriminate spraying of Mirex to eradicate the fire ant was brought to a halt due to EAG's never-ending battle to write letters, do research, and get people alarmed. Recycling of waste paper, aluminum, and soon, glass, is an on-going project.

Whether a person has been pigeonholed "left wing" or "right wing" politically makes no difference, because the environmental cause can bring everyone, regardless of belief, together to make the Earth more livable.

ECOLOGY ACTION IS NOT SOMETHING YOU JOIN, IT'S SOMETHING YOU DO!

lisa hicks

Earth Week

The typical person in a science department on this campus is interested in finding answers to fundamental problems about nature. All of us are terribly concerned about the consequences of science.

Up until a couple of years ago, this country had a large commitment to basic science --- or rather, it had a commitment to technology, but never quite understood what science was all about. Now, due to a widespread disenchantment with technology, the public wants to throw the baby out with the bathwater.

It's hard to predict what the future will be, because two factors are at work now: an economic recession, and a change in attitude among people about the benefits and results of research. The tremendous change in public attitude arose from a proper concern people have about the deterioration of the environment. It was not the scientists spraying DDT from the air on crops, but farmers and people that made public policy.

A result of this reaction to undesirable products might be, I'm afraid, a drying up of basic science and of funds available for basic research.

dr. r.h. johnsen

This is the pellican
DDT makes his eggs soft just like culligan
Survive? . . .
I don't see how in the hellican.

"Conservation 70s is basically an environmental lobby coalition of statewide conservation interests in Florida. It is composed of and financed by donations from individual citizens and organizations. Although its primary function centers about lobbying in the interests of conservation, Conservation 70s representatives sit in on many committees for the study of water, air, and land pollution and the conservation of natural resources.

There are several state agencies working directly with the universities. Representatives of Environmental Information Center at Orlando go to all Florida campuses and get a list of professors with their special conservation interests and projects and then make up a speaker list compiling the data gathered. This service helps eliminate the problem encountered because university research centers tend to protect their research information from the other universities rather than sharing with them. The Center is trying to pool this information and provide informed speakers for the state's campuses.

Conservation 70s itself has worked with universities in the past coordinating all conservation information, but since it is chartered as a lobby interest and as such its funds are not tax deductible, it is trying to disperse the educational duties among groups which are tax-exempt. The conservation lobby now limits itself to fighting for a better future through legislative reforms."

Jack Hanway, Assistant Director
Conservation 70s

BLACKS

"Every black person on this campus is daily, constantly, hourly reminded that he lives in a segregated, racist society. (He) is subject to pressures that are unendurable — pressures to stay in, pressures to get out. There is the constant kind of feeling that he doesn't have the right to enjoy these things that are denied to the vast majority of his people. No white person experiences that in so forceful a way — it's impossible for white faculty and students to understand black feelings."

dr. d.l. ammerman

"This is our objective this year, to engage ourselves in dialogue, and not withdraw."

norm jackson

"Campus unrest, the report on the President's commission, mentions how the public is infuriated with what's happening on campuses. They're withdrawing the money: well this doesn't hurt the kid whose parents can afford to pay the way, but when they tighten up the money, that hurts the poor kid, it hurts the black. So, I think the students should become more political; participating, exercising their rights, not just crisis oriented, but an on-going thing. If we continue to do things without thinking, or just going out and getting on the bandwagon, and do things because we get a big rah rah out of it, I don't think it serves our interest politically.

We need some modern day Robin Hoods, you dig, for a more equitable distribution to people. Let's share the wealth, we can well afford it. I'd like to see the university develop a community of scholars where we can actually debate, share our ideas. Let's cross some cultural lines so you can perceive where I'm coming from and I can learn to appreciate where it is you are coming from. Maybe we can reach some commonality. This is our objective this year, to engage ourselves in dialogue, and not withdraw.

There are some things that Abbie Hoffman would preach that I may or may not agree with, but, I know I've still got to live under this condition, that I'm not going out there and take over the government. I know what a power is. So, when they treat us like step-children, or like people who are incapable of making decisions, I think they are selling themselves short and embarrassing us."

"I think there is much to be gained by exchanges. There will be more exchanges. By more dollars and cents, people will be forced to exchange and eliminate duplication.

I perceive a threat with exchange. This is what we blacks think. You must realize that we control nothing; we don't have the power to make decisions, and the threat in our minds is that increased exchange and involvement, which is good, would eventually bring about the elimination of Florida A&M University. This is another reason why we don't need any political enemies, because when we come for a political base, we are going to need you, you and everybody else. Let the exchange go on, but respect my heritage, my right to survive, and that should not be equated with monetary values.

When that [FAMU] band steps out there it is a show. But it is more than just a show to us. This band makes people happy. It gives a sense of fulfillment when they step off with pride. That is a type of culture, a heritage that should be preserved and not eliminated.

We know that the legislature wants to merge the two institutions. Further we know that FSU needs that property. All that land is advantageous, and it is beautiful property, on the highest hills in this area. So it has political implications.

What serves my interest as a people?

Florida State University has been very, very liberal in facilitating us with new recruits. The student does go through some traumatic situations because of the types of exposure. What we sometimes shy away from are called intelligible ability differences, which we feel are based more on culture than on intelligence. This is where the supportive services come in, such as Horizons Unlimited and the tutorial programs. The idea is to get a person in college and once he is there, to assist him with his goals."

norm jackson
dir. black student edu.
& cultural center

"I think that blacks are involved in primary skills courses — criminology, teaching, phys. ed. — they're in programs that lead to employment. The kind of program we're running is a different program.

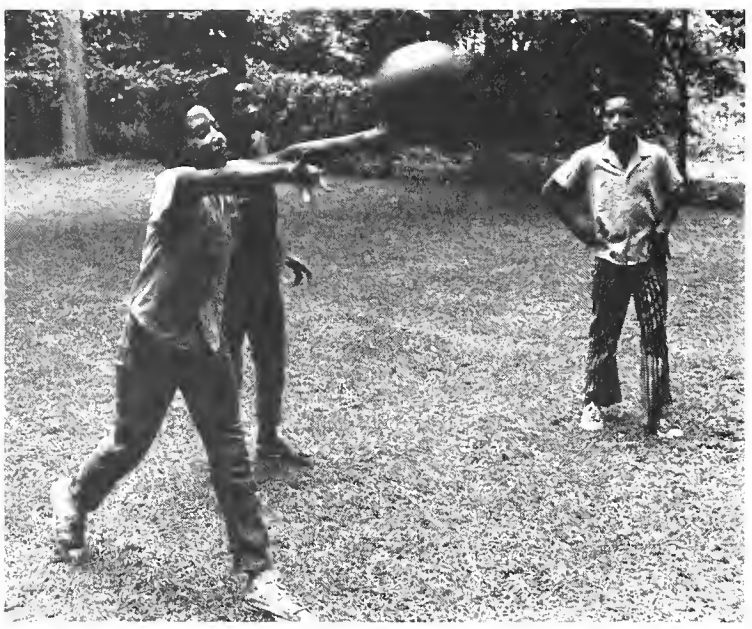
I was in a teaching training program — I was a poor kid, I wanted a job when I got through. I didn't want to be mister middle-class. I didn't have time to fool around with the movies. I was gonna teach high school speech, that's what I was gonna do. I went to graduate school, and that's what I did, teach. Aaaha, then I went back to graduate school.

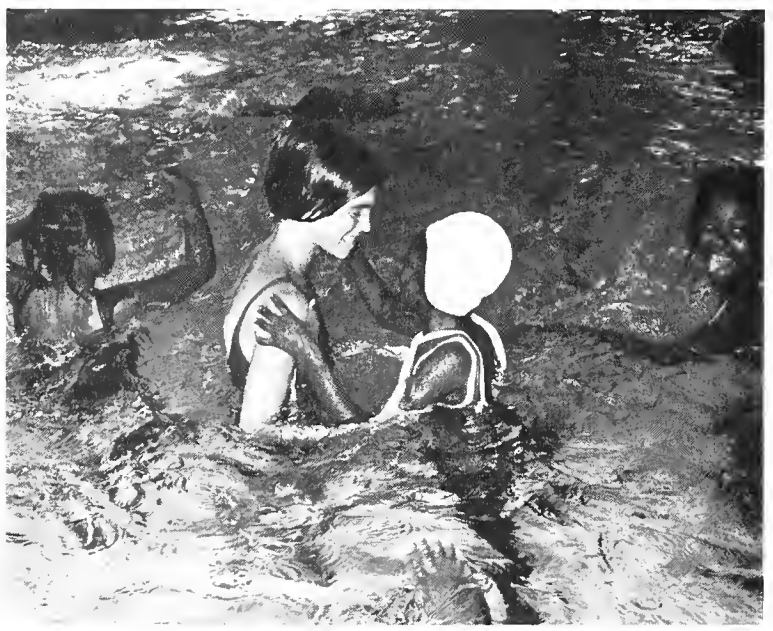
I don't know where the black students are. There are not a large number of black students. There may be a real need for the best students to go to an A & M situation. I don't know. It may be now that there is a new awakening in terms of a black culture, that they feel there are things very vital to them."

dr. d.f. ungurait

"I think the students should become more political; participating, exercising their rights, not just crisis oriented, but an on-going thing."

norm jackson





"In so far as the B.S.U. and B.E.C.C. started late with the 1971 Summer Youth Program, it has been altogether a great success for the staff and the black kids as well. We started June 28 after about a week of preparation and have about 70 kids enrolled in the program. I'm hoping that next summer things can start as planned with more kids participating (about 100) and also more volunteer workers. I think the program has worked in a positive direction for the black awareness of the young, aspiring black minds of the youth. The kids become aware of things and opportunities all around them. We operate from 9-4; the kids swim, eat, play basketball, football, box, do craft work -- the whole works. My only complaint is that we need a bigger center, particularly so that we can expand the program next summer."

roy glover, ass't. dir. bsu & becc

"There is some question in my mind of whether or not we can provide a relevant education for black students within the institutional setting of schools that have been predominantely white. We get the notion that we ought to be doing something here, so what we do is to lower standards to get black students into FSU to begin with, but in many respects, although I'm certain that black students encounter discrimination here, the worst thing that we do for our black students is to treat them like everybody else, and this is especially true at the lower division level. What we do there is to throw them into large, mass, introductory classes like everybody else. Class size will run anywhere from 150 to five or six hundred in some departments. There your black student is treated like an IBM card, just as every other student in the class. Instructors will have a difficult time identifying those who need individualized attention, even if they felt free to provide that. I'm fearful that many black students are turned-off from the very beginning. My own studies, my estimations of these problems, plus my own experiences at FAMU have convinced me that black universities perform an important role, and they ought not be done away with for that reason.

I think the black universities can do a better job of taking kids off the ghetto streets and providing for them a relevant education. The faculty at black schools have more emphathy for the problems confronted by the ghetto students.

I'm terribly concerned that we continue to support FAMU within this state. Every year someone raises the issue of merger with FSU. It hasn't been done and I don't think that merger is in the immediate future. The real problem that I see that is faced by FAMU is death by attrition. What will happen there, I think, is that the legislature will cut back on funding for certain programs, and piece by piece the university will be chopped away. The experience of the law school here is the best evidence that we have to date. The FAMU law school was sacrificed to FSU's law school, and FAMU no longer has a law school. Now they have been talking about doing away with the FAMU hospital. So, piece by piece they're going to chop away.

I think FAMU has a tougher time getting its share of the budget allocation. FSU is going to have a tougher time with that in the future too. There is a concern with parity; political power has shifted to the urban part of the state and along with that there has been an insistence for the development of universities within the urban part of the state. What this means to us is that FSU can look forward to a time when they won't come up with the budget allocations that they have in the past. We're seeing that already. It seems to me what has to be done at FSU is to place an emphasis upon graduate education. There has to be some division of labor within the state, and it seems to me that we've already got a head start in the development of a graduate program.

That's where we ought to concentrate out strength in the future. By saying that, however, I don't mean we should totally give up on undergraduate education."

dr. e. l. sloane

"Being at any university where most of the population is white is like being told that you and everybody else there are no different from anybody else and will be treated accordingly, but when you get there you find out that you're the only person there trapped in a maze with a thousand different dangers. And the longer you stay, the longer it takes you to find your way out, because the problems never cease and the difficulties increase.

There are so many problems that the black students have to face problems that are absent from the lives of white students. The problems are especially frequent in a class where the blacks are a real minority, especially if there is only one black in the class. There's a real lack of communication between the one black student and the other students between him and the professor. Even small things can become big problems. Nine times out of ten, when he's the only black student in the class, the majority of professors will say, 'Look, you have to do like the rest of the students in the class.' What does he do then? This is a simple problem that gets blown up — the students gets indignant and often there may be a verbal assault when the student tries to explain what has happened, and then the professor gets indignant. Too often most instructors feel that blacks are satisfied with a C, with just barely passing the course. They don't seem to realize that blacks are capable of more than average work. Because of the instructor's attitude, blacks are really in trouble when essay, subjective exams are given.

One night last quarter I was riding a bicycle across campus. For no reason whatsoever, I was stopped by campus security and asked whose bicycle it was. They made me spread eagle and searched me; they took me down to their office and tried to intimidate me with threats. They kept the bicycle and still have it.

I've been here two years, and things are worse than when I came."

leroy harris

"I haven't noticed much discrimination, but I just go to classes and then to work: at work, I've noticed discrimination a few times, particularly among older people. Once a lady came in and asked me why they had hired a colored girl. I said,colored girl? I'm sorry, ma'am, but we don't have any colored girls working here; I'm black.

In classes I sit near the front and don't worry about where the other black students sit — sometimes they sit in a group. I like being by myself. I don't know why the black kids sit together — maybe it's because they see the white kids sitting together and maybe they feel like they're together when they sit that way.

I didn't go to the black boycott of classes; I don't feel the way a lot of other blacks feel. I'm no militant, and I'm at FSU for one reason, to get an education. You need help from everybody. A lot of white kids have really helped me out, like with research papers, which I'd never done before.

I don't think there should be a color thing anymore. You're white, and I'm black — it's really sickening.

A lot of black students feel their grades are affected by their being black. You have to remember their backgrounds, for one thing. For example I graduated from high school in 1963 and went to a predominantly black school that didn't have the facilities or curriculum that they have, say, at Leon.

When I was little, we went to Sarasota and were really thirsty and couldn't drink out of the faucets, and when you're young, you wonder why. So for a long time I just didn't like white people. Now that I'm older, I understand that you just can't stereotype people. A lot of blacks feel that demonstrations and marches will get them ahead, but I don't feel that way. I think they should study hard, try to get an education, and make money. They can have their own banks; they won't have to go to the white bankers for money for loans. I think that everyone will have to work together and that everything would be more beautiful if people would look at others as individuals, not as black or white.

There won't be anything to keep my daughter — who's in the second grade — down; she's going to an integrated school and has white friends."

barbara pittman
sophomore

"Many of the whites at FSU do not see black students as people but as fictitious characters or Sambos of the old plantations of slavery time. Then there are those who constantly ask why do blacks do this or that, instead of viewing my peoples' actions as a part of their unique culture and race. But what bothers me most are the whites who pretend that they understand where the black man is coming from, when really no white person ever can. We understand the white race much better than they will ever understand ours, because we have been oriented to think that so many of their actions are the correct norms of behavior while ours are the deviant ones.

Whites fail to realize that we are two different types of people. We have different needs, values, and ideas about the way in which things are to be done, but we are able to think. We cannot be judged by white standards because we do different things for different reasons, which is true for cultures all over the world. When a black person does not go around smiling at every white person he sees or those in authority over him, the average white man is uneasy and will quickly label the black person as 'not very nice' or a revolutionary.

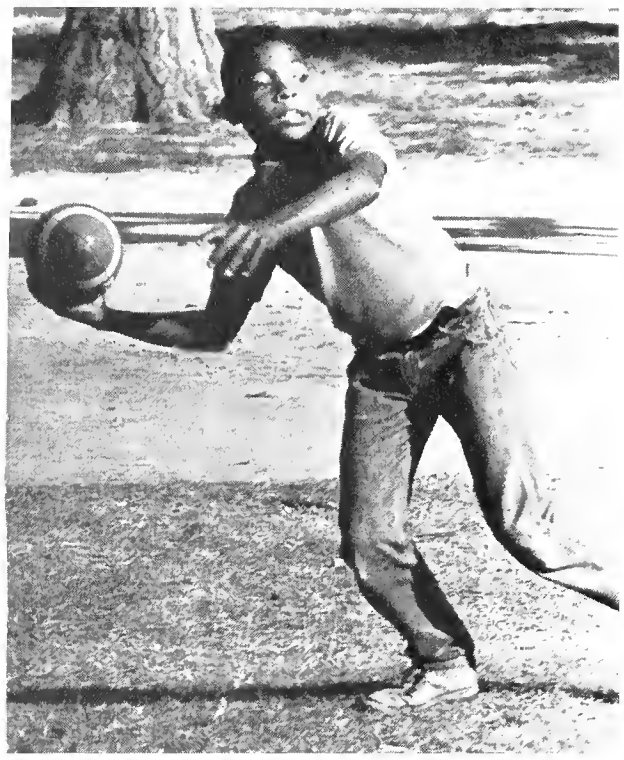
Black students are constantly confronted and threatened by discrimination and inequality on our campus, and the whites are constantly, consciously exaggerating progress of the interracial relationships. The majority of the blacks at FSU is still not only on the outside of the mainstream of the institution but also sees no hope of entering it. The white racist underhandedly perpetuates violence and overlooks blacks, and then sends out a loud cry of innocence when blacks demonstrate aggressiveness. The blacks who voice true opinions which engross more of the group thought are considered 'uppity niggers.' They are said to be too outspoken about racial injustices and thus may suffer an unjust grade, lose their jobs, not be promoted, or not attain a position at all. They are considered unreasonable when they are really only striving for human dignity.

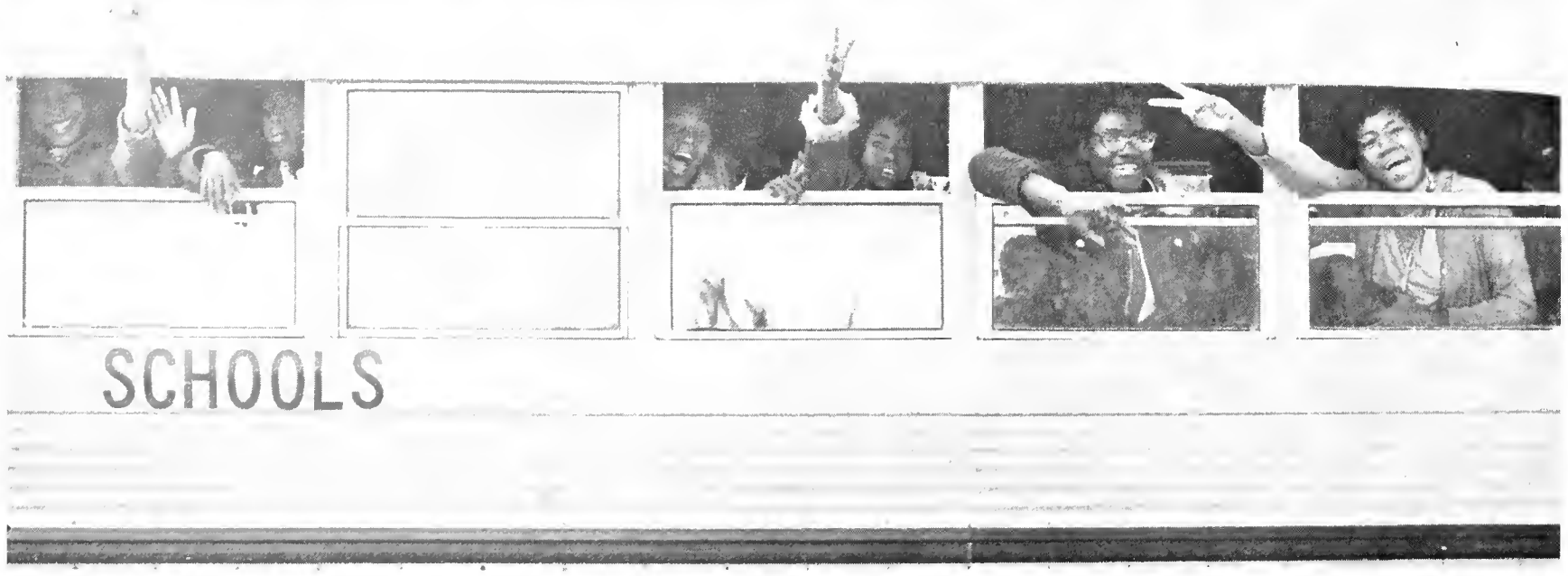
Parting words to you, Mr. White Man ... Stop oppressing the black man or be prepared to meet his expressed rage."

diane avery
junior

"In December, one month after I was elected, an official with the gifts from merchants finally got in touch with me. She said she had been delayed because she couldn't find out where I lived. Not being awarded the homecoming trophy (I still don't have it), not being asked to attend out of town football games, not being invited to participate in the gubernatorial inaugural parade — that's what it's like to be a black queen at F.S.U."

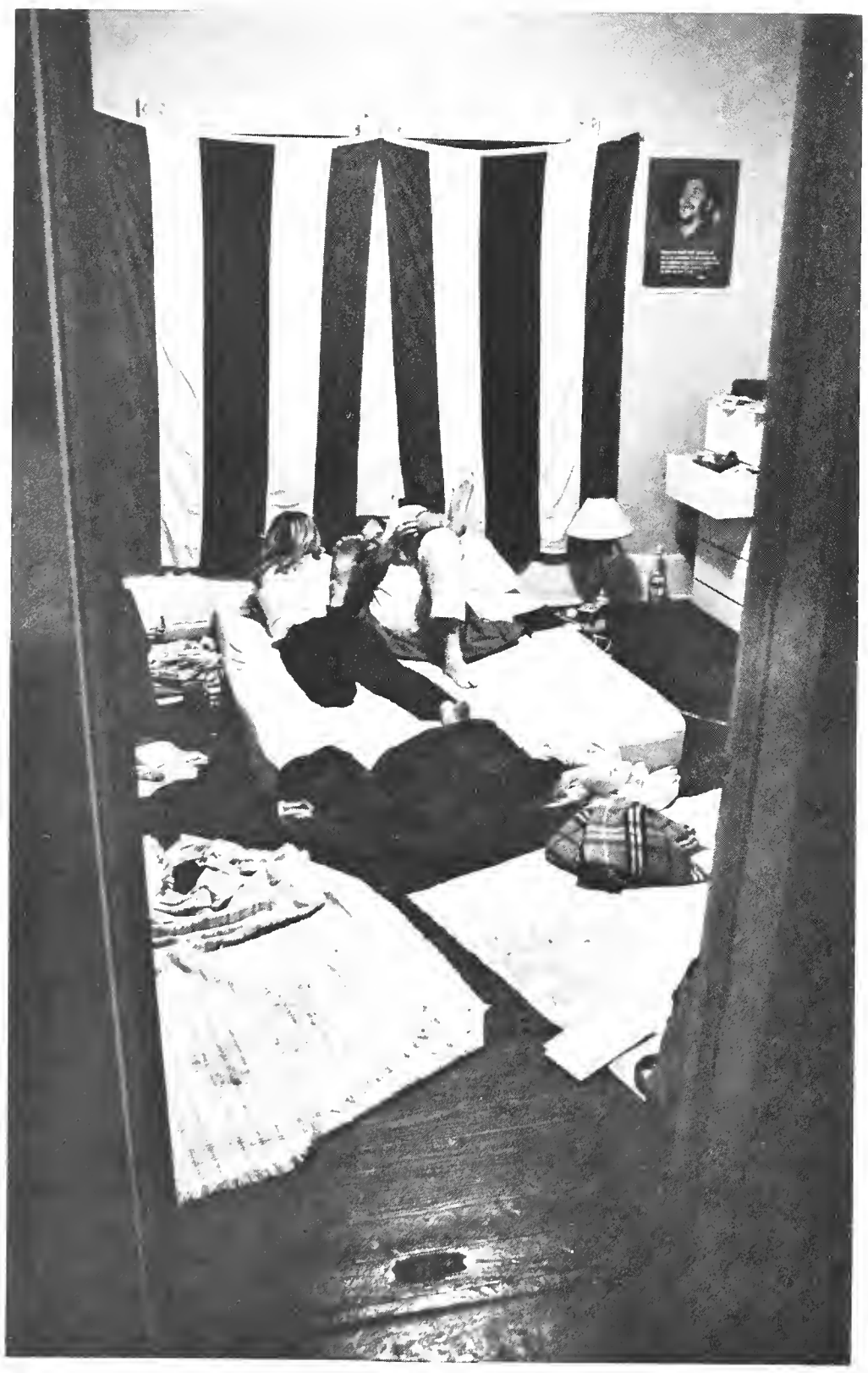
doby flowers
f.s.u. homecoming queen




SCHOOLS

Gadsden Tutorial Program

COUNTER CULTURE



"Three or four years ago when it seemed that there was a start of a youth culture and Haight-Ashbury was still a happy place, I was optimistic, and I think a lot of people were, that we were in a time of rapid, but very pleasant, change. Things were opening up all the time and getting better and nicer; it was happening fast. There were people speculating that in a few years the hassles would be over,, that there would be a lot of liberal-radical politicians who would be elected and the government would change and everything would be beautiful. It doesn't look as if it's going to be that way now.

I still see change happening within systems. It's not too late. The polarization that's happening doesn't stay polarized.

I can see things sort of moving together and not just moving to opposite ends, because you see kids that go off and live in a commune for a while and it turns out that no one reads at the commune, you know, people don't read books for instance, where they are. And after a year of six months, you sort of unpolarize; you're no longer quite as happy living out by nature as you were because you've become a social creature with a turned on head and you want to find out what's happening."

dr. g.e. weaver

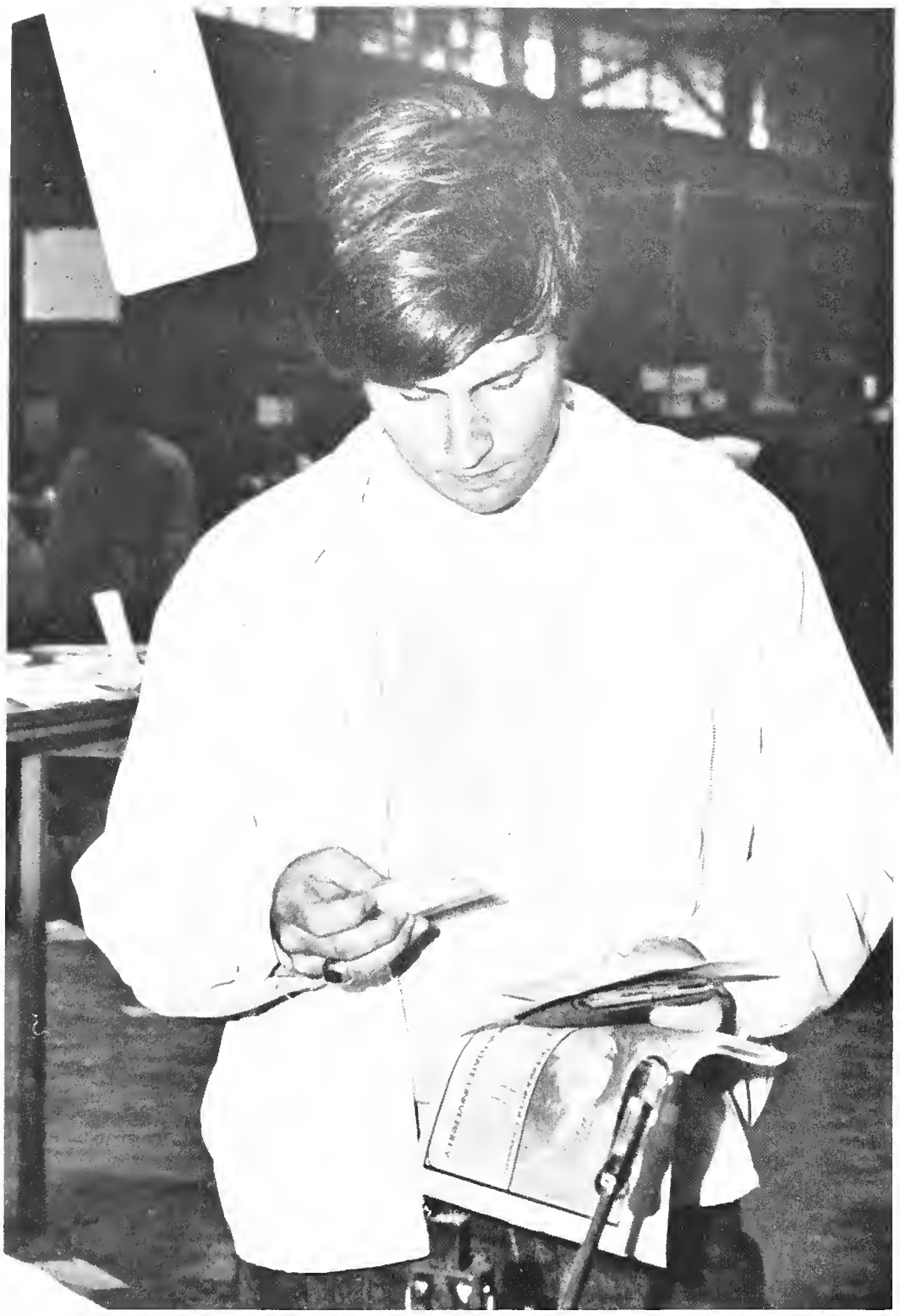
"I would suspect that this institution has maybe defied the counter culture better than many because it didn't have a long history as a coed university doing the 'Man in the Grey Flannel Suit' bit. He didn't have much chance to wear a grey flannel suit around here, literally speaking, before suddenly he had to walk around with no shoes on and wear his hair long or something. If we have squares and nonsquares, or freaks and nonfreaks, or whatever, we've got fewer freaks who want to be freaks just to show up, than most institutions, 15 institutions that I can name put together.

We've got freaks who honestly want to be freaks and couldn't be freaks in some other places, if you know what I mean. I really don't know that these freaks have had any problems on this campus, where I can point to several places where life would be miserable from 8 to 6 every day in the week for them. I think it's pretty good evidence that we have accepted the individual's decision as to how he interprets his role in this campus. And that, I think, defies a counter culture because you can fit into the major scheme without starting something. If you want to do your own thing you watch others doing their own thing, and nobody's worried about your thing anymore than they're worried about their thing. I hope I'm not in a dream world about this."

dr. harold goldstein

"Sleeping in Bellamy building is no good because it's uncomfortable, but, if you want to make your 9:00 a.m. class the people coming in at 8 wake you up."

mike sobel



"Stupid I.D.'s! For the better part of a year, my I.D. was punched with another student's social security number – how about that? Behind that stupid computer, there really is human incompetence, but without heart."

dezmond waters III

"The most urgent problem in our society is a reorganization of values on the part of each individual in the society, because, as I said, answers for a society are too big, too unworkable. I wouldn't be distressed to see our country become a good deal more socialized. I have nothing against paying 50 to 75 per cent of my salary to the government if it means that my family can have free medical care, that my government will reflect my opinions, and it's not going to take seventy five per cent of my salary and apply it to massacreing little babies in SoutheastAsia."

bruce glastead, math grad. assist.

"More people are committed to the corporate state to get ahead—to an endless series of achievements and so forth—than we'd like to realize. But there's slippage just at that question of 'Is this really what life is all about?' I do think it's happening, but I tend to think it's not on as wide a scale as a lot of people believe.

For instance, there's all kind of evidence that somewhere around the end of the junior, or the beginning of the senior year, the hair gets trimmed and the face gets shaved and they show up at this office next to mine, a much bigger office than the chaplain's office. You see people who are presenting themselves to see the Enco representative, the insurance company representative, and they are quite ready, it seems, to take their place in the machine. The census bureau and other agencies that have some impressive hard evidence at their disposal indicate that there's not as much of a bandwagon away from this as some persons would like us to assume."

dr. leo sandon

"This is as split a culture as America has ever known. Even the straightest kids are faced with the confrontation of a dual culture.

The casual life style is here to stay in dress, morals and attitudes."

dr. d.l. ammerman

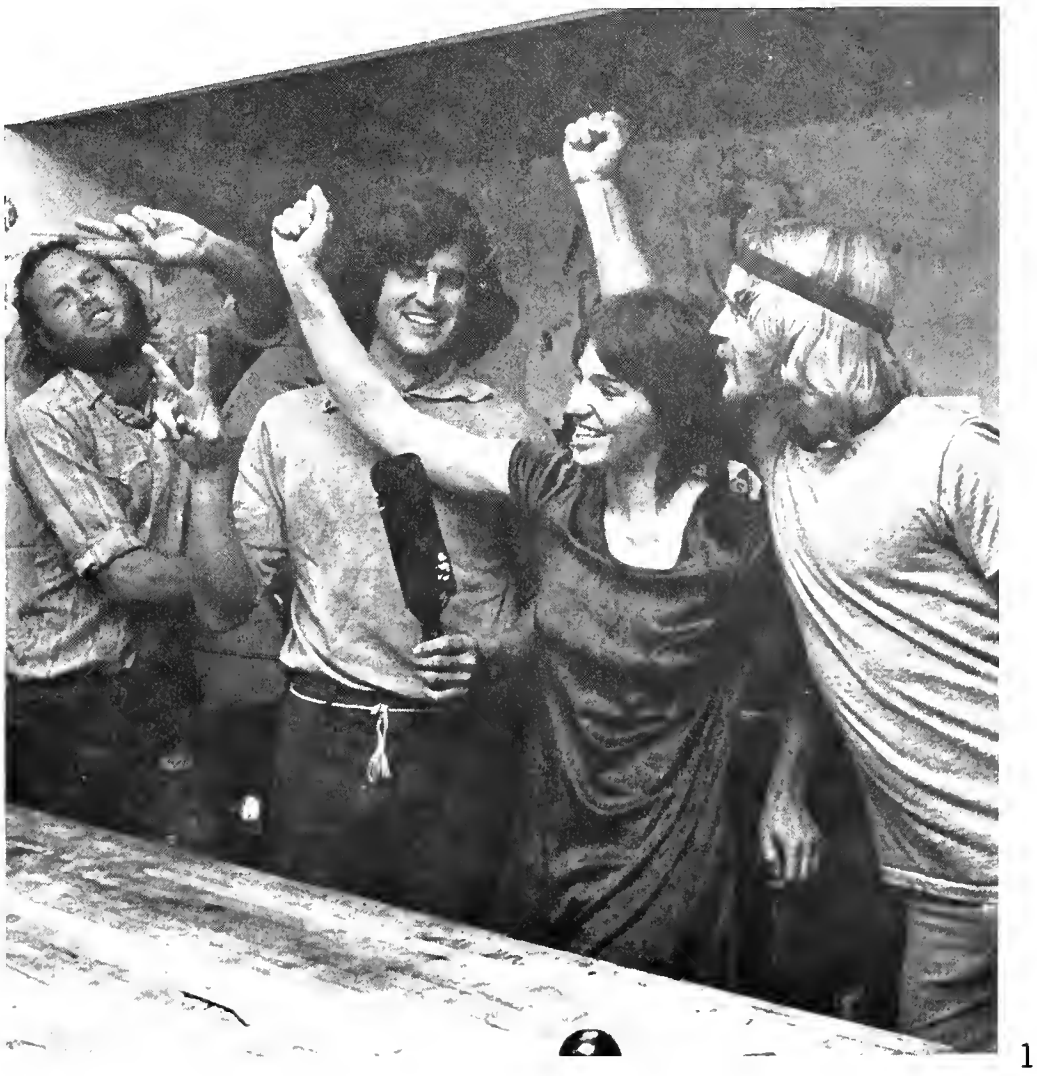
"Frankly, I think it's idiotic, really, this super-purity trip that some people are on.

Rick Johnson, who's got pretty good radical credentials ... I was talking to him last time he was in town, and he said to me, 'whatever anybody does for a living, I don't criticize, and whatever they have to do to make their living, I don't criticize, because once you get out of school you realize that problem. You've go to eat and there are certain things you've got to do. You've got to make a lot of compromises.' People have just got to realize that."

chuck sherman

Along the way, the religious Baptists drop out in the 1890s.
the fraternity boys make it to the roaring 20s.
the political activists drop out during the 1930s.
the apathetic students drop out during the apathetic 50s.
and some holy few make it to the 1970s and are institutionalized shortly thereafter.

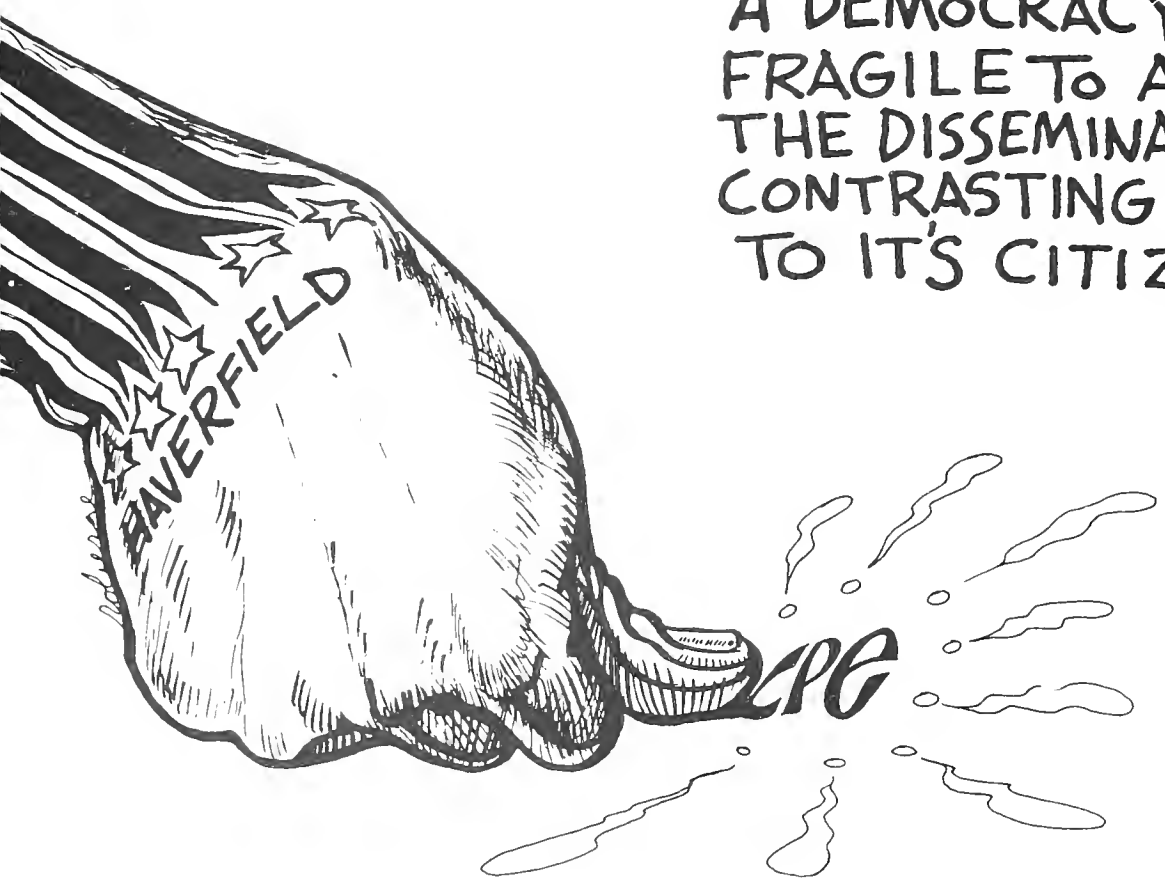
dr. j.h. stern



F.B.I.
BOR
Mom
ALUMNI
ASSOC.

MARLETTE
STUDENT ACTIVITIES
J. STANLEY MARSHALL
FLORIDA LEGISLATURE

A DEMOCRACY IS TOO FRAGILE TO ALLOW THE DISSEMINATION OF CONTRASTING THEORIES TO IT'S CITIZENS.



"The function of the university is to provide a means of the constituency's young people to get a college education. Even in a state-supported institution I favor the regents concept. Within the regents' concept are guidelines put down in all areas -- including those on the quality, character, and ability of the university's faculty and personnel.

I believe in the concept of the Board of Regents— the Board of Regents must be responsible to the number of people who pay the bill (for the unviersity system). I feel they fail to meet this need for CPE courses at FSU.

The backbone of Florida, of the government and university system, is the university system. We need people of integrity, of good moral character, people who aren't lazy, people who have distinguished themselves in the fields in which they are going to teach. People who have genuine compassion for their fellow man. There's no place in the educational system for Jack Lieberman. I'd like a man like Jesus Christ.

Teachers should be people of integrity and good moral character, if they're going to lead youth (that is, people up to 25 years of age). As great a teacher as Socrates was, he took hemlock for being in jail for corrupting the youth of Greece. Greece had a great civilization, but it became corrupted, and it fell. The same with Rome, and France.

The whole concept of (CPE) has no place in a state university. It was conceived in sin and started by people who were banned from the state university -- it was started by the people in Gay Liberation, SDS and YSA. There is no place in the Florida university system for courses in Zen, mythology, how to be a homosexual, or how to make a revolution in the USA. There is no place in a university for regularly scheduled courses where in the instructors have no qualifications. It doesn't matter that most of the courses are non-credit. They don't need to be handled in a concept such as CPE."

sen. william barrow

"Education has got to be fun and it can be fun, but, in fact, the way it's run now, it's just not enjoyable.

What possible reason is there for it to be miserable to learn, to learn about the world, to learn how to do things. I mean that's really what life is all about. I mean they tell you when you get through with something like college that you should be doing this the rest of your life; they've taught you how to learn, but they haven't really taught you much. People haven't been turned on. Schools close minds, they don't open them, and you take kids with basically blanks minds and a tremendous amount of optimism and energy and everything and after they go through school, they're the dead, lifeless middle class in this country and that just shows how much education has failed.

CPE is an organization that realizes this and is going to try to change things. I'm convinced that its approach is right. It doesn't have too much power. It's going to take a lot of work to make more students aware of how important it is. I don't think the whole thing has really penetrated the consciousness of students that much.

CPE is to them more of what Marshall likes to think it is, and that is, it's a neat way they can learn about astrology or something because they want to learn about astrology, which I think is cool, and I'm interested in those things too, but isn't there something more basic, in a philosophical sense, about CPE? Other than the fact that it offers some non-credit courses in things the university doesn't offer credit courses in? The fact that that's not discussed, to me, is just another indictment of the university. The university basically is remote from most of the important things that are going on.

CPE can go a number of different directions, quite a few of which can be good. Much is going to depend on the individuals who get involved in it and what kind of forces are opposed to it.

I really think the best thing in the world that could happen would be for FSU to be an autonomous institution, that this idea of the state running the university system is ridiculous. It's screwing up everything. If they really want to do it, they can do it, the can crush CPE, and everything else, and we're just talking about a lot of little dreams pretending otherwise. The point is they do have that power and that power is not going to be effectively challenged. That to me is such a reality that even starting to talk about CPE in a very idealistic way seems to me to be getting pretty far afield, because CPE and nobody will ever be able to do anything as long as there's the present power structure that runs this university and the other universities in the state.

The smallest reforms are immediately vamped on -- visitation, Jack Lieberman being able to use a classroom to talk. You still have organizations that aren't recognized. With those kinds of ridiculous thoughts and the people who really do run this place, how could CPE ever have a more aggressive function in course formulation or deciding what the relationship between the faculty member and the student is, these kinds of things?

But there's a whole education movement for free schools, for free elementary and high schools, free universities, and there're even people right here in Tallahassee who are trying to organize a free school, where right from kindergarten age you just give kids a very unstructured environment and let them do what they want to under the supervision of other people. The whole idea is that learning is an enjoyable process, people like to learn; but you put kids in a classroom in hard back chairs, require them to sit and they can't open their mouths for six straight hours while someone stands in front of the room and tells them what to do. That's not learning. When people become involved they will learn.

Education the way it is run in this country is really ridiculous."

Chuck Sherman

What reason is there for it to be miserable to learn?

"CPE has a function within the university — it keeps them on their toes and lets the university know how far behind they are in what the students want in the way of courses and lets them know how far behind they are in terms of relevance. Our courses in CPE are full halfway through the first day of registration. The non-credit courses, edu-groups, give people the opportunity to learn about things the university feels have no social value.

Any place that offers credit for military service (ROTC) and claims that it is a neutral institution is not kidding too many people. CPE can point out the political nature of the university and gives students a look at the kind of life styles the university has chosen for them.

CPE was formed to give students a chance to form their own curriculum and to give them a chance to learn. It was started by a coalition of ISP people under the leadership of Chuck Sherman and Chris Polivka. It so happened that none of us were members of SDS or Gay Liberation. Senator Barrow doesn't have much of a society if he feels that a little light shed on it will bring it tumbling down to its feet. SDS and Gay Lib are fine organizations. They've at least gotten students actively involved in changing things. Gay Lib, especially, has helped people for the first time to be proud of what they are. CPE offers a platform for these ideas. We feel that students are intelligent enough and well-informed enough to make up their own minds. CPE merely provides a platform, a facilitating agency for study or curriculum which is not a regular part of university offerings.

Some legislators seem to think that students are less than people. Whatever happened to freedom of the individual, to which they give lip service? What business is it of theirs if people do make love in dormitories?

In loco parentis went out years ago. Where were the senators then? By stifling academic freedom and turning the university into a police state, they're insuring the downfall of the state university system. No student or professor who could go anywhere else would come here.

They seem to feel that freedom of speech extends only as far as people who are saying the right things. The success of CPE points out the failure of the university to teach students what they know and feel to be relevant to their lives. The university system is a vocational training ground that upholds and preserves the status quo. Any claim to neutrality is absurd. Of course, CPE is political. Everything in life is political. I hope students do have a different, more enlightened view of society for having been involved in CPE. CPE should be instrumental in dispelling myths of American society and providing people with the knowledge that there is an alternative.

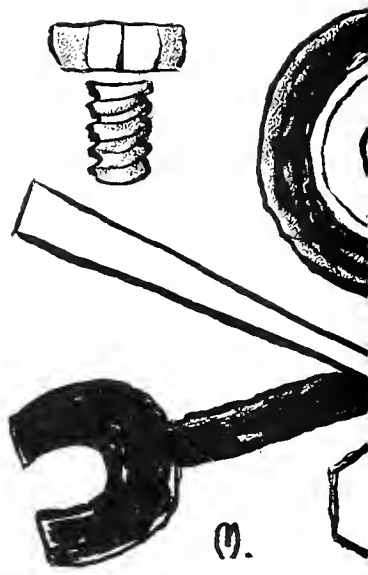
Senators Barrow, Deeb and Haverfield have done more to destroy student faith in the American system than CPE has ever thought about doing. They are a tremendous asset to the new left.

Materialism has been a man's ego-trip. Without the same emphasis on property, our whole society would change. Men own everything from land to women. Law is geared to protect these property rights.

It's theoretically possible, with our level of technological achievements, for there to be enough material wealth for everyone to be provided for. I guess an end to the role-playing in society would also be essential.

Even the 'new woman' has a certain image. The 'new woman' is an intelligent, aggressive, ruthless type of woman who has made it big in a man's world. She has forsaken all things that are feminine because they were part of her female role."

nesta king



"We're expanding CPE in a lot of areas, we're trying to do a lot more projects than those related to education. I think a lot of other parts of the university are kind of letting it slip by. I know Student Government, the Office of Academic Affairs or whatever it is, they're not doing anything that I can see. And I feel like, since we are involved in education, we might as well do something. I think, as far as potential, it's unlimited in what we can do. Some of the ideas that we are definitely going to be pursuing are that we'd like to get the reading machines that are held by the English department, and since they're only offered to those who take those speed-reading courses, we want to get them over to Bryan Hall where all the students, say for a dollar or a quarter, can come in and develop their reading skills. I'd like to do more in the way of seminars and forums and things like that, get more speakers.

Some of the things we're working on right now are trying to get some presidential candidates down.

I feel like the original function of CPE was more than just providing classes. When you talk about relevant education you have to go outside the classroom.

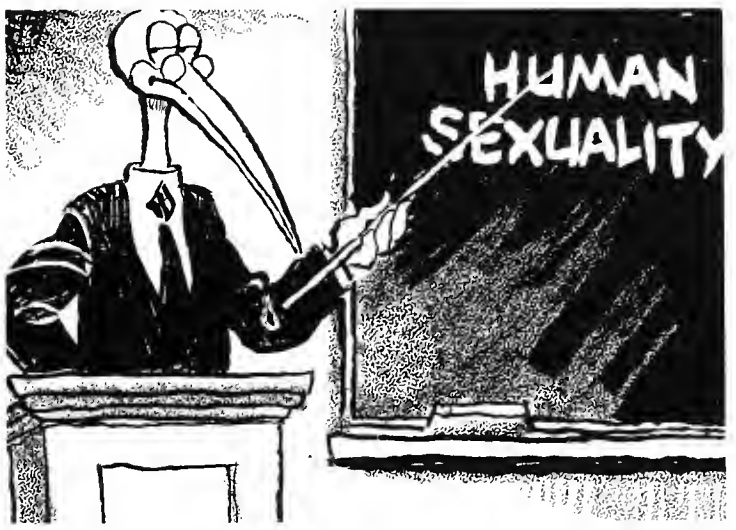
CPE is just a speck, a beginning. Take the credit courses; the concepts and the atmospheres: the learning and experiences in those classes can carry on into other classes. For example, in the Hermann Hesse courses, the classes were very open and discussions were the order of the day. I noticed by myself that others in the classes used these concepts and ideas in other classes. We hope to change the thinking of the university. We're also going to be offering Chemistry 108 as one of our courses, because they've changed it completely around. It used to be a straight bullshit course that no one wanted to take, but they've changed it around to where it is something worthwhile. This is what we're hoping to do. It wasn't originally one of our courses, but now we're going to count it as one of ours.

A lot of people would rather CPE didn't expand because we eat up the money, but we can't just stay in a little niche, and we have to get out or we won't be as effective as we could be. So what we'll do is try to utilize other means of getting money.

The biggest difference between CPE and other university courses is that it is student-controlled. Of course, we still have to play games when it comes to the credit courses. The department still decides whether it goes through and the academic dean decides whether it will go through the school or not. But at least here is an excuse for progressive teachers to use a different sponsor other than their own department heads. We try very hard for CPE not to be a system thing, but it always gets back to the system thing.

We have two views on whether courses should be strictly serious. Mine is that we should offer things like astrology and magic, because if there are clubs for sailing and riding and they all get money for the clubs, it doesn't seem unreasonable for a class to get $10 worth of supplies just because they are far out. I think it is great because it is a meeting place, a place for kids to get together who share interests and ideas, no matter how weird they may seem."

steve buchanan
director, cpe



"If students want to design some of their own learning, my god, we must encourage them! The whole spirit of the university should be to encourage them, to let them lead themselves where they want to go. Now that's what CPE is to me.

Whether you had CPE or not, there would be some people on this campus espousing ideas, challenging traditions, that would frighten part of our society. In fact, I often like to describe a university as serving the function of an intellectual wildlife refuge. It is the place for protecting heresy, because we never know what heresy of today will be the wisdom of tomorrow. Therefore, that's one of our functions, and any place that accepts that function is of necessity going to come under attack.

The thing that I find intriguing is that when we have a discussion about something, it is presumed that we are advocating it. We teach courses in biological infections, but I don't assume that our biological scientists are promoting and advocating it. I don't presume they are going to try to infect all of us, and I don't think that because we talk about revolution or homosexuality that it means we're advocating them."

dr. paul craig

RADI

"I think if you look closely at the young people on our campuses, the vast majority of those young people are fully as respectful and law-abiding and reverent and fair and honest as those elsewhere in society.

... I believe that if the public generally could be as close to our students, the young people in our student body, on a day-by-day basis as we are, there would be essentially no problem of a difference between the generations ... I think it's just a matter of just not knowing each other well enough.

Most of the serious problems of the past four, five or six years seem to have ameliorated—maybe the word is stabilized—since since about 1968 or 69. I think that our young people have recognized that the way to progress in society is by employing the system, by working through it, by trying vigorously to make changes in it, but I think the great majority of young people think there is enough good about our system, our government, that it needs to be preserved and to be defended, and that there are vehicles for change, if one wants to employ them, that are effective in making this a better country and a better world. I think the evidence for that on our campus is very clear.

Let me add quickly that we have never had the kind of problems on our campuses that have marked some campuses in the country.

By the way, that has been the source of irritation to some of us, that there's a tendency of some of the public to tar our students with the same brush used on those in Wisconsin and California and other places. We don't deserve that. We have never had a case of any consequence of violence."

president marshall

CALS

"With the direction in which people are moving, they have just gone as far as they can go, and now the whole thing is like a ridiculous charade and for those who are inclined to be active, they're going to have to find a new way and new tactics and all.

There's been a lot of criticism of the whole radical chic thing by everybody. I think it's really true, that for a lot of us who are fairly well educated and don't have to worry about money too much, it's almost become a game identifying with oppressed groups and we'll go for it because, maybe its very true, that the integration of schools or housing doesn't affect us very much and what we're doing is ... well, at any rate, I do agree that people have to deal with their own oppression, with issues that affect them."

chuck sherman

"I don't think society is ever really changed by politics. The kind of politics and government you have depends instead on the society. I don't forsee the revolution because Thomas Jefferson said, 'Men are more apt to suffer wrongs in society than rise up in rebellion.'

The really advanced thinkers have always known that life is a losing battle."

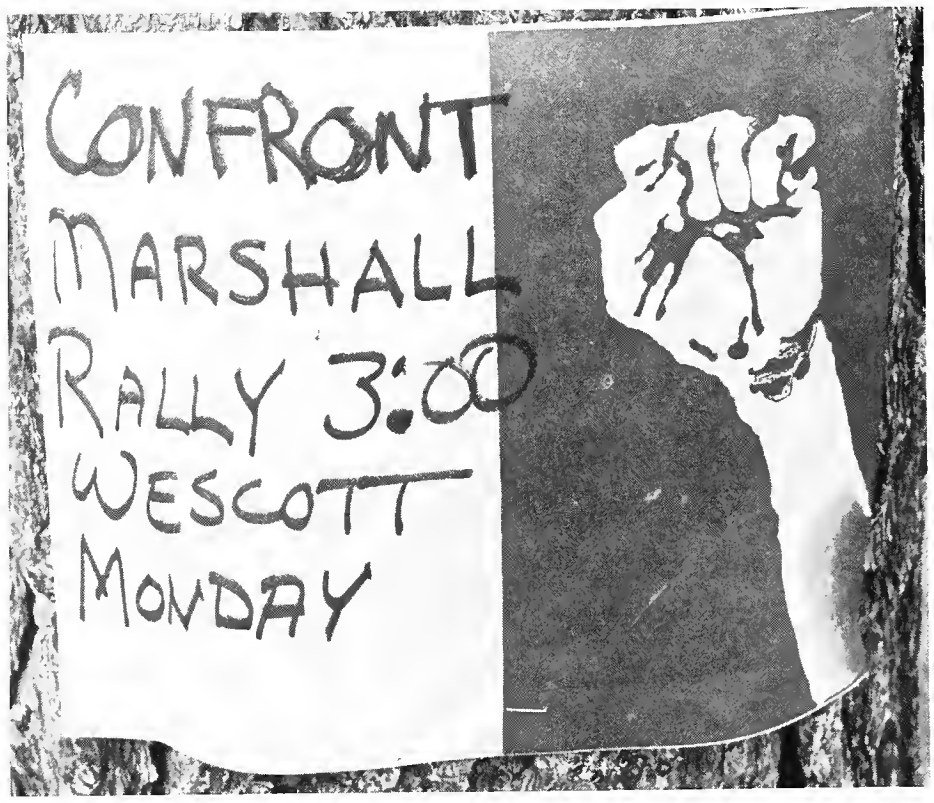
dr. d.l. ammerman

"Among other things, we have established that the university can tolerate dissent and preserve order and freedom.

Peaceful dissent in a university is a kind of love. It means students care enough about the institution to want to make it better. It means they are, in fact, willing to commit themselves to making it better, more just, more humane. And the university, if it is worthy of the name, welcomes this prodding.

John Gardner has outlined this relationship very succinctly: "Where human institutions are concerned," he said, "love without criticism brings stagnation and criticism without love brings destruction."

I mentioned that you changed us. You demanded a greater role in the university and then proceeded to make your ideas known through committees and petitions and letters to the president, and in countless personal exchanges. The result? Instead of being confined to the classroom and the student activities office, the students are now being integrated into all areas of university life. You work with the vice president for administration in such things as planning a coffee house. You work with the vice president for academic affairs in getting new courses introduced into the curriculum. You have developed the Center for Participant Education, which I regard as one of the most refreshing and sincere attempts by students to improve the quality of their own learning. And when our new vice president for student affairs assumes his office next week, students will be employed as administrative professionals.



"You are now officially Florida State University Alumni. In a few years, you will be community leaders and some will be legislators. No other graduating class has had as much involvement and insight into the workings of the university as you have; thus no other graduating class has had as great an opportunity to protect and defend the university from those who do not understand it and from those who feel antagonism toward it. I hope you will accept this opportunity to help shape higher education in America, that you will be steadfast in your efforts to make your university better, more humane, more responsive."

president marshall, commencement address June 10, 71

"The answer to the question of radical students depends upon what time-frame you want to use. If you consider a twenty year time frame, I'd say yes, students are more radical; if you take a five year frame, I'd say no, and in fact there's a general simmering down. We have a more open society with more chance for communication. Each and every person has a broader perspective, or at least an opportunity for one.

I think the Civil Rights movement, from Selma to today, may turn out to be the most fundamental thing that happened in mid-twentieth century. That changed America in ways that are only beginning to unfold.

'Radicalism,' meaning challenge of the norm, challenge of the status quo and challenge of authority, is more prevalent now. There have always been radicals, but now they have more intercourse with everyone else and there's a bigger spin-off. But I think the fundamental thing is the growing, slow, all-pervasive effect of the Civil Rights movement. It turns out that the Civil Rights movement was a challenge to authority that was right, in its broad fundamentals, and we all accepted it. A successful revolution has been conducted; and it makes "revolution" legitimate. A massive national movement has been conducted that was revolutionary and because of that, the world is different."

dr. paul craig
vice president of academic
affairs

"The student should be an active element in the university. There is some real doubt whether students really want to be that. How many kids do you know who are really concerned? Radicals aren't really interested. For instance, what difference does it make if I give three tests or one test? Those are the kinds of things that kids should really be interested in. Why aren't all teachers using behavioral objectives? Why aren't all teachers giving multiple exams? Why aren't all teachers using media? Those are the things kids should be concerned about. Why isn't the curriculum being adapted to meet the changing needs of society?

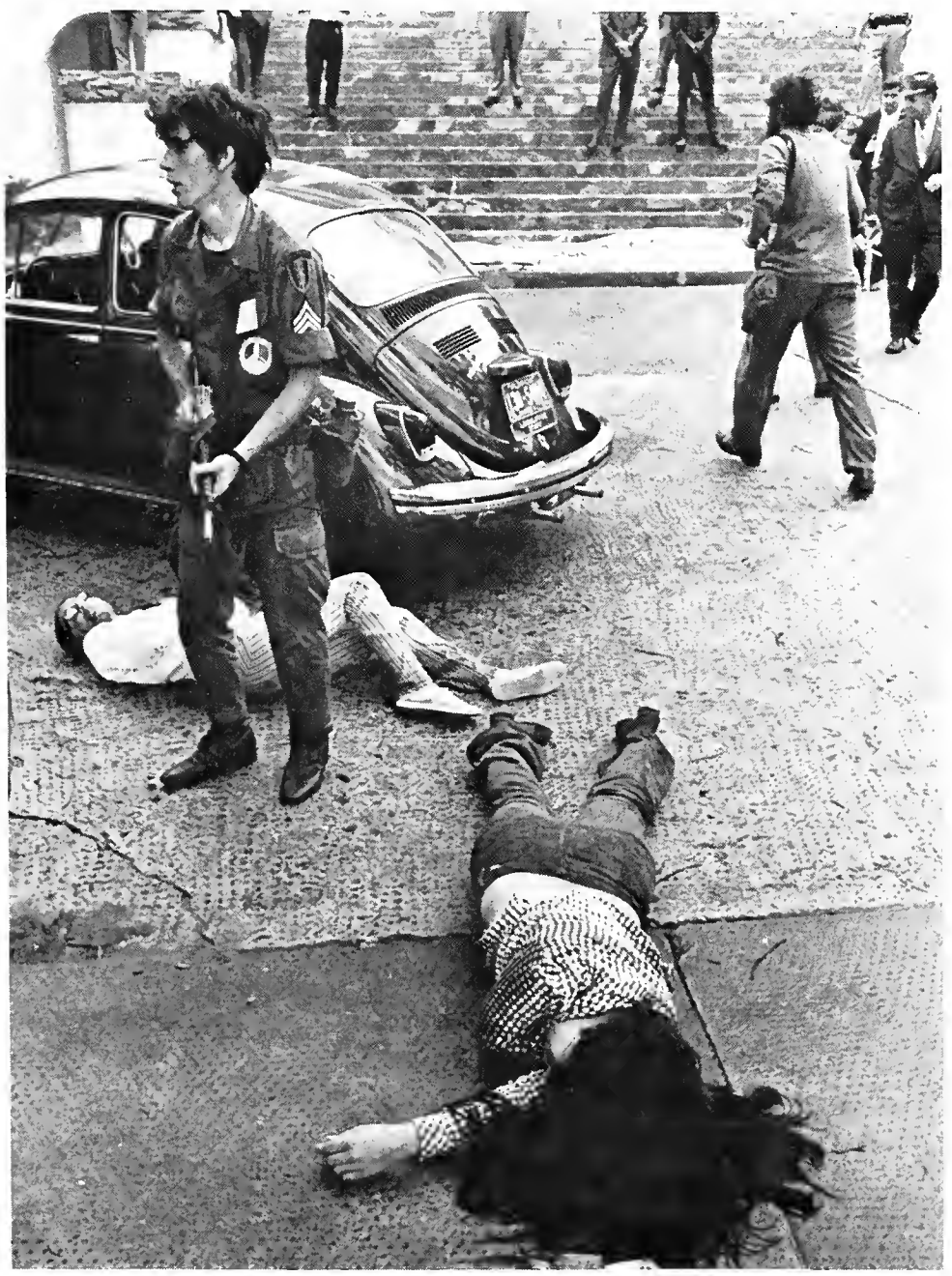
Students aren't really interested in those things. What they're interested in is ending the war in Vietnam and Good Lord. what can this university do to end the war in Vietnam? Really? I can dosomething as an individual, I can write my congressman, I can march when the time comes. But the university didn't start that war and the university isn't continuing the war. It's amazing to me that students don't perceive that."

dr. d.f. ungurait

"I think what we see throughout the country are legislatures reacting to the student protests, to 'violence on the campuses,' as they sometimes label it. One of the facinating things here in Florida is there has been little or no violence on Florida's campuses, unless it is the presence of bayonnets by the sherriff's office on campus. None the less, the media, particularily the newspapers, have a great deal to say about violence on the campuses, and it's just tough to find in this state. FSU is a long way from Columbia, but people in the state don't know that. So, they're reacting to student protest and what they see as student violence, to the whole load of the drug business. They're reacting to perceived value differences between young people and an older generation, and there are indeed these differences, and one way that they have reacted against all this has been to raise tuition.

In my own mind there always has been a serious question as whether or not the people of Florida deserve a high ranking institution of higher education. I see in this state a lack of committment to higher education. I can't see a committment that leads us to do the kinds of things that are necessary to develop a first ranking university, even one such university, let alone five or six. That is just beyond us, I think, given the values and attitudes of populists at this time."

dr. e.l. sloan



Gorilla Theatre at the Capitol

If you do it in the dorm... you're a 'rotten apple'

ron pinner, st. petersburg time

Elizabeth Kovachevich, with a great amount of dramatic discourse and gesticulation, waved a fistful of letters "signed" by parents and students and told a Senate investigating subcommittee that this was evidence that university dormitories were indeed "taxpayers' whorehouses" and that there were "a few rotten apples in the barrel." These histrionics launched a visitation crunch, and began an investigation which will continue in the Fall Quarter '71. Separate dorms with and without visitation rights will be set up to accommodate those people who do not want their rights violated.

Please
PAY
When S

DORMS AS WHOREHOUSES

"We're in a different age. We have more mature students. We have bigger universities. We have fewer places for the students to have their social affairs, different kinds of social affairs.

I favor controlled visitation and my guess is that's exactly what we will have. I think there is a right of privacy on the part of students when they are living in an institution and you should control it. My recommendations are that there be a visitation area and a no-visitation area and those who want to can live in the no-visitation area. I think students under 21 can live in the visitation area if they want to and if their parents permit them, and if they're over 21, I think they can live there if they want to.

The age of 21 may be a figure I can't defend, because students are now voting at 18, they're fighting at 18, so it's hard to say that 21 is the magic figure. But generally, the legal ability of the student to bind himself and to be responsible legally is 21.

It's very clear that in the freshman year there is a transition to the university and I think we're better off not letting freshmen dorms be discretionary; that is, freshmen can visit, but they can't have freshman dorms with visitation areas.

THE DORM CONCEPT

We have them. There's no money to do much about them, and we have to run them. If I were president, I wouldn't want any more dormitories.

We have to continue the ones we have. We owe money on them, we have to pay off the bonds. I think we promised to try to fill them when we sold our bonds, and we have to keep a promise. I think we have to make them as much like a home to the students as we can. And we have an obligation to make them a place where the student wants to live, not where we compel him to live."

chancellor mautz

Kovachevich's speech generated a humorous response.

TALLAHASSEE
WOMEN'S LIBERATION
FREE ABO ON ON
DEMAND — FORCED
STERIL ION
SIST NIT
B.O.R.
I AM NOT A
JUDGE
NOT
beholder
Kovachevich's
!

TALLAHASSEE
WOMEN'S LIBERATION
FREE ABORTION ON
DEMAND — NO FORCED

As well as an
INDIGNANT ONE

"Is there a reporter here?
Are you sure there isn't a reporter here?
Well, it would be a good way to support the university."
(Followed by raucous laughter)*

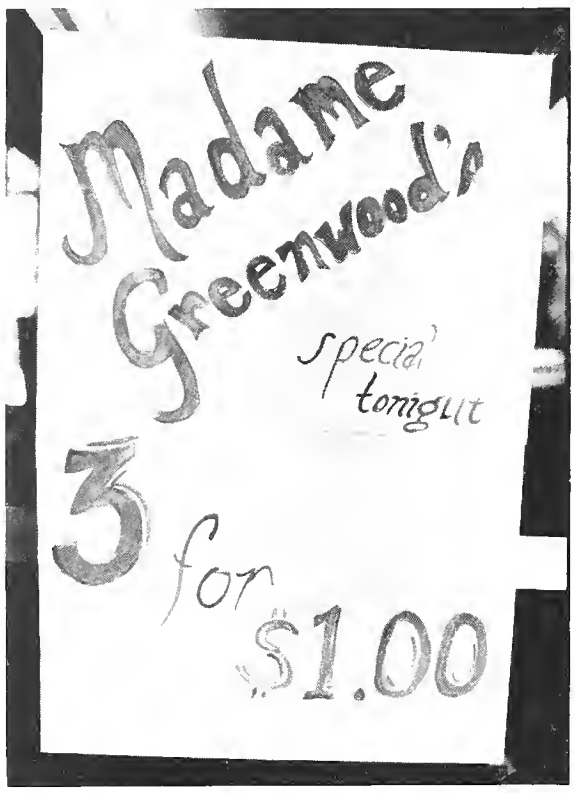
name withheld

"We have a daughter ... an 18-year-old girl who is a freshman at the University of Georgia. Mrs. Marshall and I asked her opinion about this (dorm visitation). She said, 'Well, the kids my age are talking about getting married and some of my classmates are getting married this summer and many others will be married a year or two years from now. Now could we possibly be expected to be mature enough to pick out somebody to marry and not be mature enough to know what to do in a room with the door closed.' Now doesn't that make some kind of sense.

I think there is a good deal about it (the visitation of one sex with another in a dormitory room) that is wholesome. I think that students who want to be improper and immoral in the university can do so, whether it's in a dormitory room or elsewhere.

I believe that the benefits to be gained by that kind of interchange (studying and socializing together) far outweigh the disadvantages that come to the immature student who doesn't know how to handle that kind of privilege."

dr. j. stanley marshall
president



"This is clearly a morality issue. It has deep roots, and it may be that the dorm visitation symbol has arisen to represent a whole lot of public concerns about the youth generation. It is true that some young people smoke pot, some girls between the ages of 18 and 22 become pregnant, some get abortions, but this is a problem in the total society. Our society is a more open and mobile society than it used to be, so the young people have more freedom and they're expressing that freedom in a number of ways. The older generations, of which I'm a part, have some hang-ups about this. (I think those of us who work with young people every day have fewer hang-ups than regular society because we see the total person).

I think the lay public is wrong. Sin is not taking place in the dormitory room: that isn't the seat of evil in the world. I think by the time students are old enough to go away from home to school, old enough to vote, they've been pretty well trained and reared in the morals and attitudes of this society for better or for worse. If we have a few ground rules, not ground rules to protect morality, because I don't think we can do that, but ground rules of human decency toward other people -- that is, basic rules so the roommate can function -- rules which protect what I would call the freedom of your compatriots, then I think visitation in dorm rooms is a perfectly acceptable behavior pattern. (We must recognize that far more than half our students live off the campus, and they are able to have whatever kind of visitation they want.)"

dr. paul g. craig
vice president of academic affairs

"A lot of self-appointed guardians of the public morals are being very indiscreet and vulgar in the way they've talked about certain things.

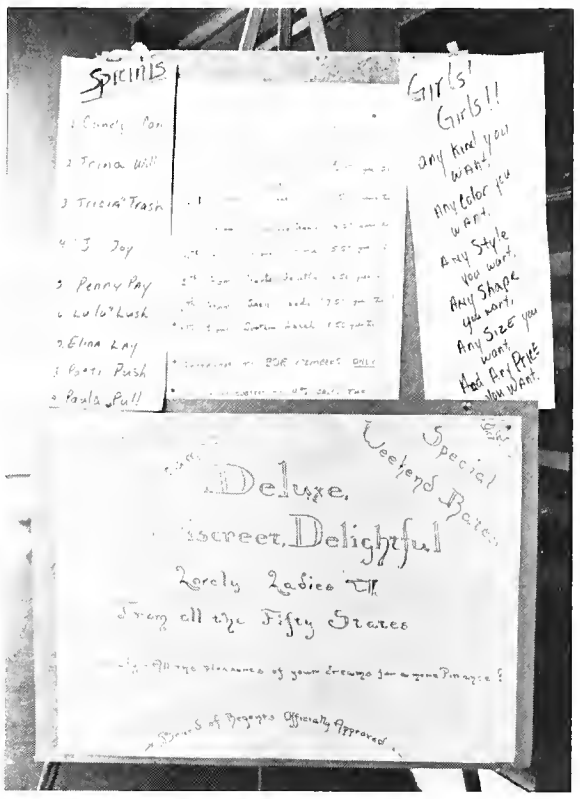
Anyone who knows about girls who have problem pregnancies—anyone who knows about dormitory life—knows that there's not a great deal of fornication, as such, that goes on in the dormitories. The time for pregnancies to occur are really summer vacations and Christmas holidays. That's when we see most of the girls with that kind of problem and most of that goes on off-campus in apartments. Most students know that to make love in a dormitory would really be a kind of exhibitionism. It just doesn't happen.

I think that as far as abortions, as problem pregnancies, are concerned, these are very delicate human areas that need careful and sensitive human response. I think to discuss them the way they were discussed at South Florida, the way the Board of Regents discussed them and so forth, is a kind of vulgarization. They're important human needs.

It's a mistake on the part of the politicians and the general public to act as if the university is in some way radically separated from the rest of society. We're not that much different here than they are downtown in terms of morality and moral patterns. In a way it's just that there's a kind of anti-university thing now expressing itself in moral categories. And they reduce the whole moral concern to matters of human sexuality.

I really don't think that watching over the students is the role of the university."

dr. leo sandon



*Yes, there was a reporter there. Ed.

SHOULD YOU OR SHOULDN'T YOU - AND IF YOU DO

ND YOU DO - SHOULD YOU OR SHOULDN'T YOU

"I'm not a detached old maid... I derive a lot of vicarious experience from my clients -- there's very little I haven't heard."

About sex outside of marriage: "I don't think a sex relationship between unmarried persons is ever justified."

This attitude has changed her relationships with men in that it has "certainly narrowed the field."

Sex in college: "... gals who are jumping into bed are showing they aren't independent at all ... And you know something? Many of the boys are laughing at them for being so damn foolish! I know because I've talked to the boys and they've told me!"

About her ambitions as a child: "... I gave serious consideration to becoming a nun, but decided I could do more out in the world."

About law school: "I wanted the fellas to feel comfortable. I didn't want anyone to think I was going to be reticent, so in the freshman class in criminal law I volunteered for the first eight rape cases."

About her home with her parents: "I have a private entrance and I come and go as I please. I try to have Sunday dinner with my parents. We have a wonderful relationship."

"Man, I can lay block and mix mortar and I love painting and working with wood, working with my hands. I'm not antiseptically clean. I like to get grease under my fingers. I like gardening. I like to sweat. It's good for you!"

"There's no modern dance I can't do."

Floridian magazine on
elizabeth kovachevich
bor member

ron pinner, st. petersburg times

Whoever knowingly advertises, prints, publishes, distributes or circulates or knowingly causes to be advertised, printed, published, distributed or circulated, any pamphlet, printed paper, book, newspaper notice, advertisement or reference containing words or language giving or conveying any notice, hint or reference to any person, or the name of any person, real or fictitious, from whom, or to any place, house, shop or office where any poison, drug, mixture, preparation, medicine or noxious thing, or any instrument or means whatever, or any advice, direction, information or knowledge may be obtained for the purpose of causing or procuring the miscarriage of any woman pregnant with child, shall be punished by imprisonment in the state prison not exceeding one year, or by fine not exceeding one thousand dollars.

August 6, 1868

The same Senate subcommittee heard from Senator Richard Deeb: He was concerned that the university chaplain was illegally counseling girls with problem pregnancies. Existing is a 103-year-old statute determining that it is illegal to discuss abortion, much less relate the phone number of Planned Parenthood in New York (which could just as easily be obtained by looking at a copy of The Village Voice or asking a long distance operator). From this the question arises: If you get pregnant, who can you turn to? Your friendly physical education teacher? Your roommate who knows someone who knows someone in Miami? Perhaps you could consult your closet for the old coat hanger trick. Maybe you could just throw yourself from Dodd Tower.

dr. leo sandon university chaplain

ether Before Marriage

"Living together before marriage? First, a guarded, methodological response: I suspect we really don't know yet how good this is going to be for the future life development, because I don't think we've seen enough of it over an extended period of time to be able to make good judgements. And of course, it's really not where my head is in terms of my background. I'm 35 and it would be hard for me to pull it off as some of the kids do.

Having said that, I must confess that some of those arrangements with which I've been familiar, on rather crucial terms in some cases, are quite impressive in what seems to be a high sense of responsibility and real concern for sharing with the other person. I suppose you never know a model relationship on the outside, but from what I can tell, it's not all that exploitative or irresponsible, or—put in the category that people like to use—the shocking, immoral thing the stereotype indicates.

The tendency to postpone marriage, and not to feel that one has to get married in order to belong, will probably be good for marriage.

Some of the kids seem to have mature, mutually upcoming relationships. But that's simply an impression. In other words, what I have seen is more positive as I've experienced it than I expected it would be. It's not the kind of licentious irresponsibility that a lot of people, a lot of adult people, suppose it is. And you sense a concern for the other person, a concern for the quality of human relationships, a community that may not be all that bad for the stability of future marriages and social life.

I think marriage is going to be something that people are increasingly going to choose as a kind of carefully reasoned, almost career kind of option, rather than the automatic, too-hastily-entered-into institution it's been in the past. This is good, because in my experience as a pastor and not as a college chaplain, and I think on the basis of a lot of hard evidence, there's all kinds of indications that early marriages aren't good for anyone. The girl who marries in her late teens, the man who marries before he's had certain kinds of experiences and responsibilities in life do not bring as much to marriage as persons who are farther along in the maturing process, farther along in terms of social positions, stability and that kind of thing.

The tendency to postpone marriage, and not to feel that one has to get married in order to belong, will probably be good for marriage. I think more people will be getting married because they're really ready for a permanent companionship, and they will be more seriously committed to the experiences of marriage and all that goes with marriage than persons who got trapped into it.

I remember on my campus that there were a lot of June brides that I'm sure were June brides simply because there was pressure to become a June bride by the end of their senior year. I don't think there is as great a pressure today as there was in the Fifties, and I think that's good.

If I had a daughter, I'd certainly hope, from my own experiences and my own values, that she'd be married. But I would also hope that she would postpone marriage until she'd had certain kinds of other experiences.

The only trend I think that's more certain is that people are much more frank with each other about questions about morality than they have been in the past. My strong conviction is that this college generation is much more moral than mine was, the generation of the Fifties.

But again, so often when people talk of college morality, they turn their whole discussion to sexual behavior. Many of us feel that there are many more important issues confronting an older adolescent than matters of sexual morality, as important as they are. For instance, that the whole issue of consumerism is the chief goal in life, the golden life, as seen in the American corporate syndrome. Is the symbol of American society supposed to be three filled shopping baskets at Publix or three cars instead of two; two and a half homes instead of one home? And the whole question of vocation, of what's worth doing—all of these are moral problems.

My strong conviction is that this college generation is much more moral than mine was, the generation of the Fifties.

I think when you ask a question of vocation, of what am I going to do with my life, it is much more crucial to an 18 or 19-year-old's life than whether he's going to bed this Saturday with someone. There are questions that tend not to get asked, but I think that this generation of college students asks these questions: about the morality of our Southeast Asia policy, about the morality of many aspects of college life.

They are asking much more than my generation did, which tended to be more private."

WOMEN'S LIBERATION

"I guess I started in the same way everyone else did. I became aware of the discrimination against women while dating in high school, and in college. Even if most men see women as equal, they still have a condescending attitude toward them.

There seems to be two camps in the women's movement. One says: we want equality with men. We want to be equal without changing the nature of society in any way.

I think women should take a closer look at society. Traditionally women's characteristics should be human characteristics, such as non-aggressiveness, rationality, to be proud of their sex, and not deny it. I think that men should be more like women in their personal dealings.

When women think of fulfilling themselves rather than living their lives through someone else -- that's when they can begin to realize their full human potential.

I don't think, the way this society is set up -- with the nuclear family, marriage -- that women can be fulfilled. I think that's when Women's Liberation becomes radical. We can't be a liberal thing, we can't stop at equal pay for equal work ... it has to change the whole society, and change the way people relate to one another.

The capitalist system is geared toward what will make a profit not what society actually needs. Once a woman learns to do without her razor and make-up, she'll find out what she actually can do in terms of personal fulfillment.

People in this country have such a socialized attitude towards beauty and it is reinforced in women by every man they meet: women are taught to feel that they aren't enough as they are, tha they have to gild the lily.

In order for Women's Liberation to be successful, men will have to do a great deal of introspection in how they deal with people.

Child-rearing has been one of the more positive aspects of women's role. Education has traditionally been the bastion of women, especially early education. Children have been raised to sexual roleplaying, to the kind of hang-ups we've had. This is a part of public schools. The school system is designed to turn out little duplicates who will fit into a specified slot.

Women's Lib is bound to grow -- it has the most potential of any movement up to this time. Women are waking up, once committed to Women's Lib and equipped with a feminist analysis, a woman can't go back into the sheltered, stilted existence she led before. A little taste of freedom is a heady thing. I really think that Women's Liberation will change the world. Menhave certainly fucked up the one we've got.

I think that FSU students should form a committee to study the morals of the legislature."

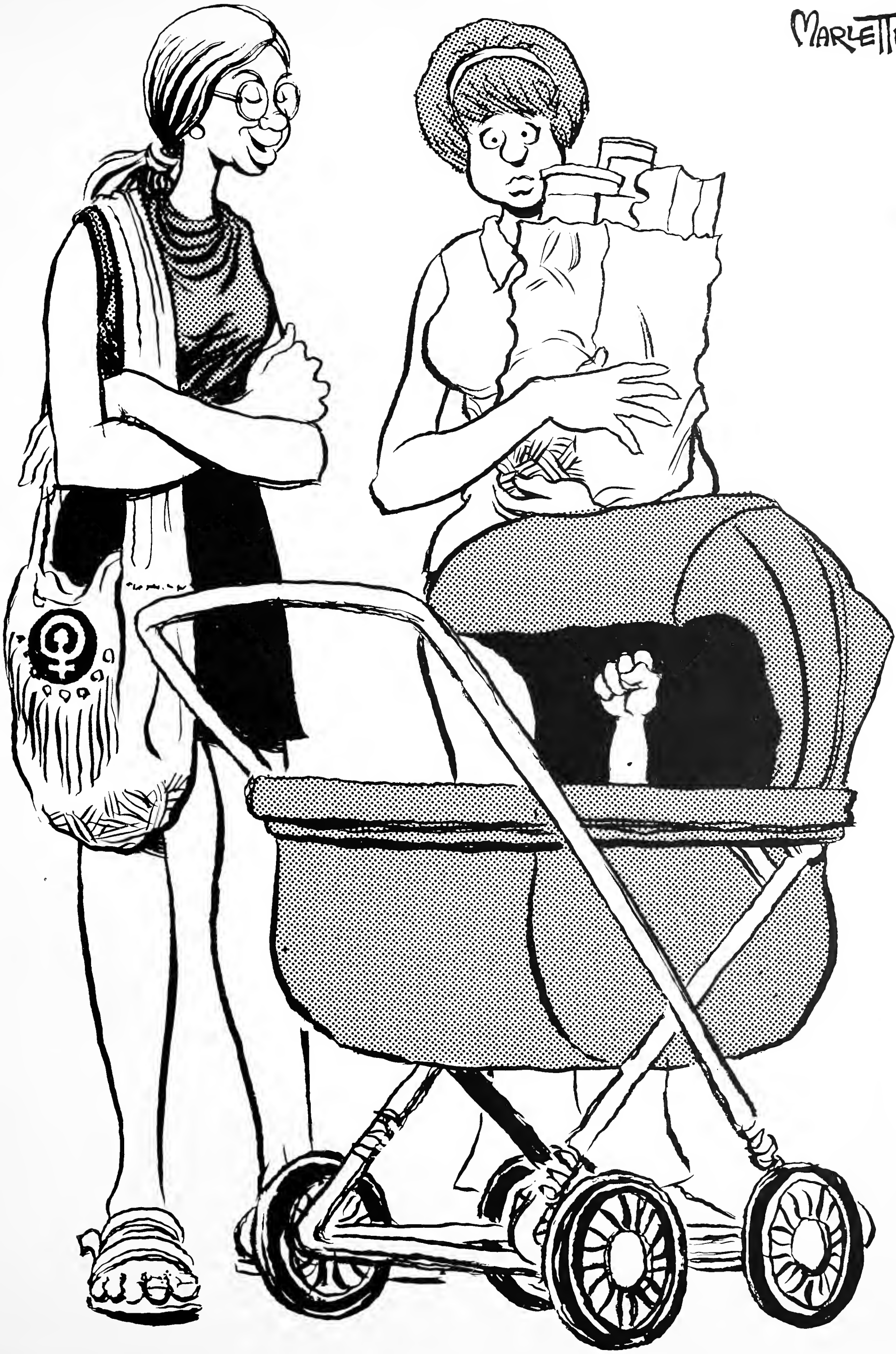
nesta king

"I'm a member of WEAL. I work closely with the women's vice president in student government. I, on every occassion possible, encourage women to use whatever resources they've been given to the fullest extent, and I am very definitely involved in encouraging women to fulfill themselves. WEAL is Women's Equity Action League, an organization of top women, administrators and business people and statesmen all over the United States. It's the group that has taken legal action against the state of Michigan ... for women to get equal pay in the university system.

You can be in sympathy with the things that people are saying but you can't give allegience to everything. I'm interested in and concerned about day-care centers. My position all the time was that student money should go to establish a free day-care center for students' wives. That's where our money comes from, that's where our money should go back to, because we have many students' wives who have to stay at home to take care of very young children while their husbands are going to school.

dr. june dugger
director of student activity

"IT'S A GIRL!"



"I'm not naive - there's some discrimination in academics. Women themselves having brought on some of this discrimination by coming into the academic area saying, 'Oh, well, my husband's got to be the one who gets the job with the tenure and the higher rank; I'll just accept this.' Also, women have been unwilling even to ask for administrative positions. We're at the other extreme from the Victorian era of doing nothing without your husband's permission. I think either extreme is unacceptable. Women should be able to accept their equal responsibility."

daisy parker
asst. v.p. academic affairs

"In 1970 the program was opened nationally to women. Of the 170 or so colleges and universities with Air Force ROTC programs, about 130 are now open to women. FSU's first was enrolled in early orientation this summer."

col. ed. connor
head, dept. of aerospace studies

"My observation leads me to suggest that the differences between one man and another or between one woman and another can be so vast that it is really a sad waste of time trying to concentrate on supposed differences between stereotypic 'men' and 'women.' What we would be better advised to concentrate on would be what kinds of human beings we are becoming. That's one process we could all be involved in, and we could all be involved in it with one another."

Emma Auer, Ph.D.

Over the past few months, you've grown accustomed to Esquire's penetrating commentary, fascinating fiction, scintillating features on fashion, sports, entertainment, travel, dining and women ... renew your Esquire subscription ...

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"Although the Feminist Movement makes the news each day, many people, especially men, feel that the movement will soon die out. They feel that women will soon stop fighting to be equal to men. In time women may find that it is not so bad being a librarian, secretary, a nurse, housewife or even a mother."

editorial for women's week, the
famuan, florida a & m university,
november 13, 1970.

"I will admit that there is discrimination against women all through our society, mostly of a subtle kind, sometimes not so subtle. I think here on the campus its more likely to be subtle, because we at least give lip service to equal rights for women and I think give it more than lip service in many ways."

dr. j. stanley marshall

Once upon a time, at Florida State University in Tallahassee, there were people who were called "Greeks." Greeks were everywhere. They were big shots, ruled over all, dominated campus social and political life, and looked down upon those who were not Greek. And the Freshmen came and said, "I want to be a Greek, so that I can be 'in', and important, and have Status."

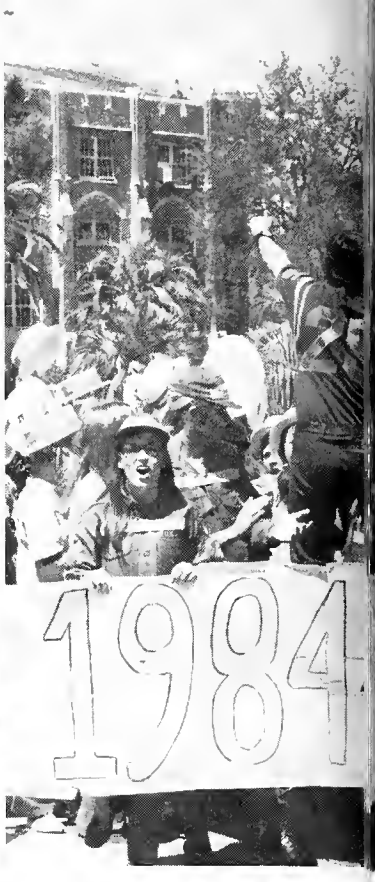
But that was once upon a time, fortunately. There are still Greeks at Florida State, but they are not big shots, do not rule over all, do not dominate campus social and political life, and do not look down upon those who are not Greek. And the Freshmen come and say, "I want to be an individual."

It is quite clear, at least on the Florida State campus, that fraternities and sororities no longer have a monopoly on social life, good housing facilities, better living conditions, and Status. Once upon a time, they did. Now, however, university wide dances, dormitory sponsored parties and socials, or simply individual apartment parties provide ample opportunities for a rich and full social life. In times past, men and women may have been convinced to join a fraternity or sorority because it provided a way out of university housing (when most students had to live in university housing). Although freshman housing is generally regarded as pathetic, students can now live in apartments starting with their sophomore year – exit one monopoly formerly enjoyed by Greeks.

From the above, it seems that Greeks have nothing to offer their members that cannot be procured somewhere else. However, men and women continue to pledge, respectively, fraternities and sororities. And they pledge to the extent that 25 per cent of the undergraduate students at Florida State are Greek. Why?

College students today are joining fraternities (fraternities include sororities) because they find life in a fraternity to be relevant, and meaningful. The college student is joining because he wants to be a person -- an individual.

The cynic inside us immediately ponders the



preposterous statement above and realizes that is a put-on, a gigantic rip-off. Everyone knows that becoming a Greek means that you have to give up all your individuality, and lose your personality in the Fraternity.

But further thought poses the additional, perhaps more subtle question. How can one maintain individuality as a part of a mass society, where records are stored by the thousands on magnetic tapes, where tests are graded by a mass of electronic gadgetry, and where names are only an incidental print-out that happens to coincide with a computer number?

The answer to both questions, of course, is that you cannot be an individual completely no matter how you slice the cake.

In a fraternity, each person is a unique individual. He is known by his name, not a number. His fraternity brothers or sorority sisters know him as a person to be loved and cherished, to be understood. Not always, of course, for as was mentioned above, Greeks are people, and people do not always love, and cherish, and understand. But there are not many kinds of organizations on this earth that practice these ideals with as much consistency, and with as much dedicated effort, as fraternities.

Naturally there are group pressures and social norms in a fraternity. Just as there are pressures in any group, including radical and revolutionary ones. Indeed, there are group pressures and social norms which influence behavior no matter where you go -- living in a dormitory, belonging to any organizations, working on a publications staff, simply going to class. (Okay, how many times have you gone nude to class?)

Pressures to conform to are not restricted to fraternities. No one denies that the pressure exists. What is denied is the extent and scope of that pressure, or that it is anything unusual.

Going back to once upon a time land, let us put forth this proposition: Fraternities and sororities used to demand a specific type of behavior from their members, specific standards of dress and grooming, specific standards of ethics and morals.

For example, in 1968 a fraternity president would not be seen on campus in cut-offs, sloppy shirt, and without his fraternity pin or badge. At meetings of the Interfraternity Council fraternity presidents and a representative from each fraternity wore ties to meetings. Sorority standards committees a few years ago had quite a few cases involving dress, grooming, and moral behavior of their members.

Not so any longer. Rather, fraternities and sororities have recognized that their function is to provide an atmosphere of friendship and trust in which their members can grow academically, emotionally, spiritually, and however else one might wish to grow. And to be able to grow, a person must be an individual, mustn't he? Greeks are people who believe they can get something out of belonging. They are willing to accept the challenge of learning to give of themselves, reveal themselves, discover themselves.

If you don't believe that people can be individuals in a fraternity or sorority, I challenge you to check it out. Stop by any fraternity or sorority house and take a look around. You will find, upon close inspection, a tremendous collage of individuals who somehow agree on one thing -- the principle of friendship.

You will find political conservatives and bigots, "middle of the roaders" and members of the "silent

majority," political radicals and revolutionaries; drinkers, and non-drinkers; an assortment of religions -- Protestant, Catholic, Jewish, with intensity of belief ranging from apathetic to devout, with several agnostics or atheists thrown in; smokers and non-smokers, with non-smokers divided among those who tolerate it and those who are against it completely; long-hairs, down to the shoulders, and "straights" with crew cuts; ROTC students and anti-military, anti-establishment demonstrators; the list is endless.

Unity and diversity existing side by side is the most salient feature of fraternities to those who belong to them. This is what "turns them on" about fraternity. Fraternities are becoming more and more what has been described above -- an association of diverse individuals who believe in brotherly (or sisterly, as the case may be) love, understanding, sympathy, and tolerance among all members.

Rather than a restriction of self, fraternity should be, can be, and even in some instances is an expanding of the consciousness of the individual. Fraternities now are in many ways moving towards the idea that a major part of their function should be the educational enrichment of their members.

What this means is that fraternities are beginning to invite to their house people of different political, religious, philosophical, and informative backgrounds as speakers. One house had Robert Mautz, Chancellor of the Board of Regents, over to dinner, and another invited Dr. Paul Craig, FSU vice president for academic affairs. Other houses have had other influential persons come to their house to meet and talk with the members.

The potential here is great. As more and more people join fraternities hoping to be involved in sessions such as these, the trend will continue even more. The Fraternity has the organization to invite people over to speak in an informal, small group atmosphere. That context obviously provides the greatest opportunity for interpersonal communications, which seems to be on the decline as a result of our increasing mass media orientation.

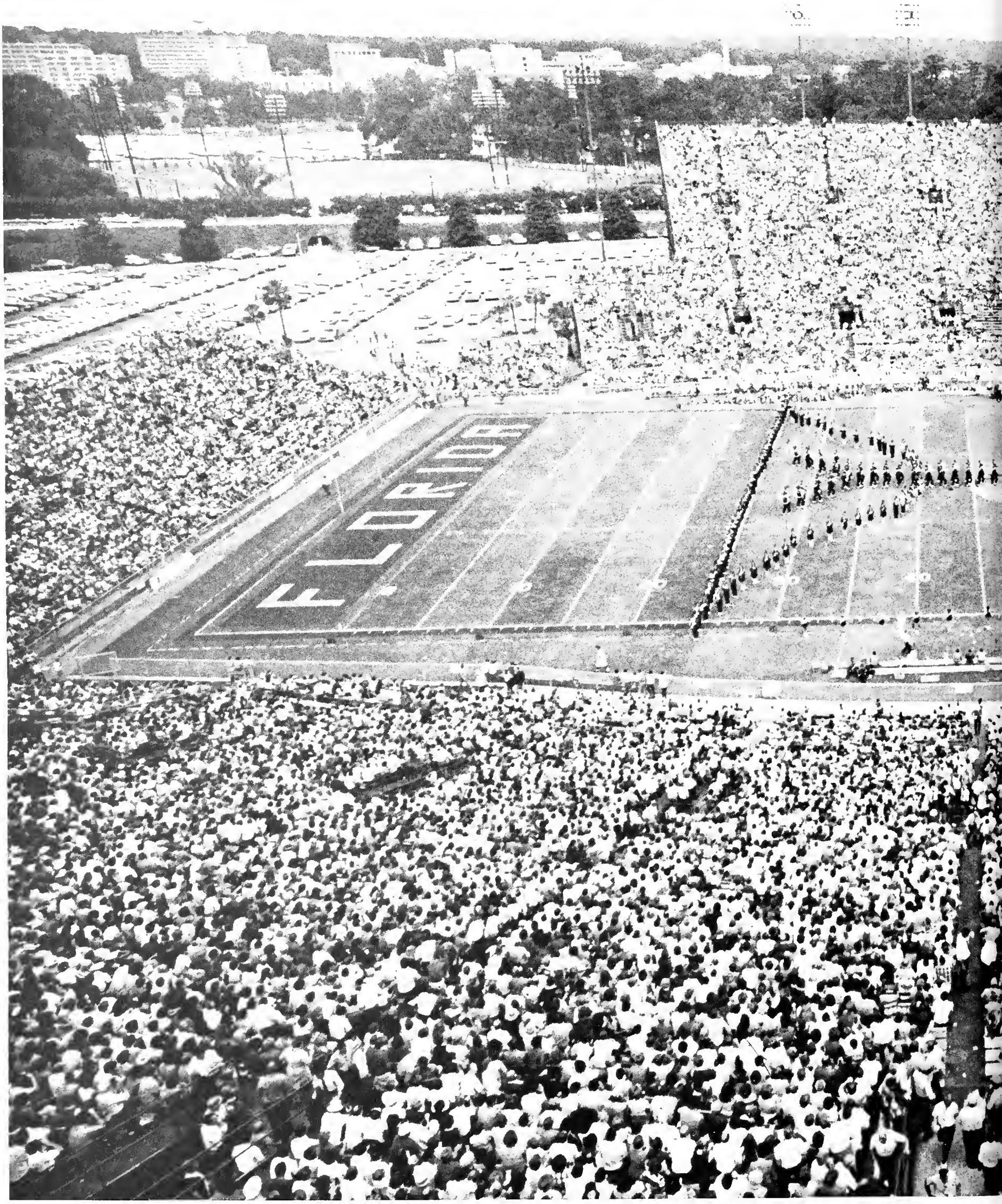
Not much at all has been said about what fraternities and sororities do. Everyone sees, as most of the pictures on these pages show, the Greeks playing and having a good time at the Sigma Chi derby, Greek week, or the Phi Delt soap box races.

But no one sees fraternity men spending hours stuffing and pasting labels on envelopes for the March of Dimes; no one sees the fraternity man who each week drives a bus for patients of the Easter Seals Rehabilitation Center; no one sees the child in Southeast Asia who is kept alive by donations from a sorority; no one sees that Panhellenic has cancelled its banquet and given the money to Project 613, the community crisis center; no one sees the Little League for underprivileged children organized, partially funded, and staffed by the Interfraternity Council ... nor sees that Greeks care, because Greeks care because they want to, not because they seek publicity.

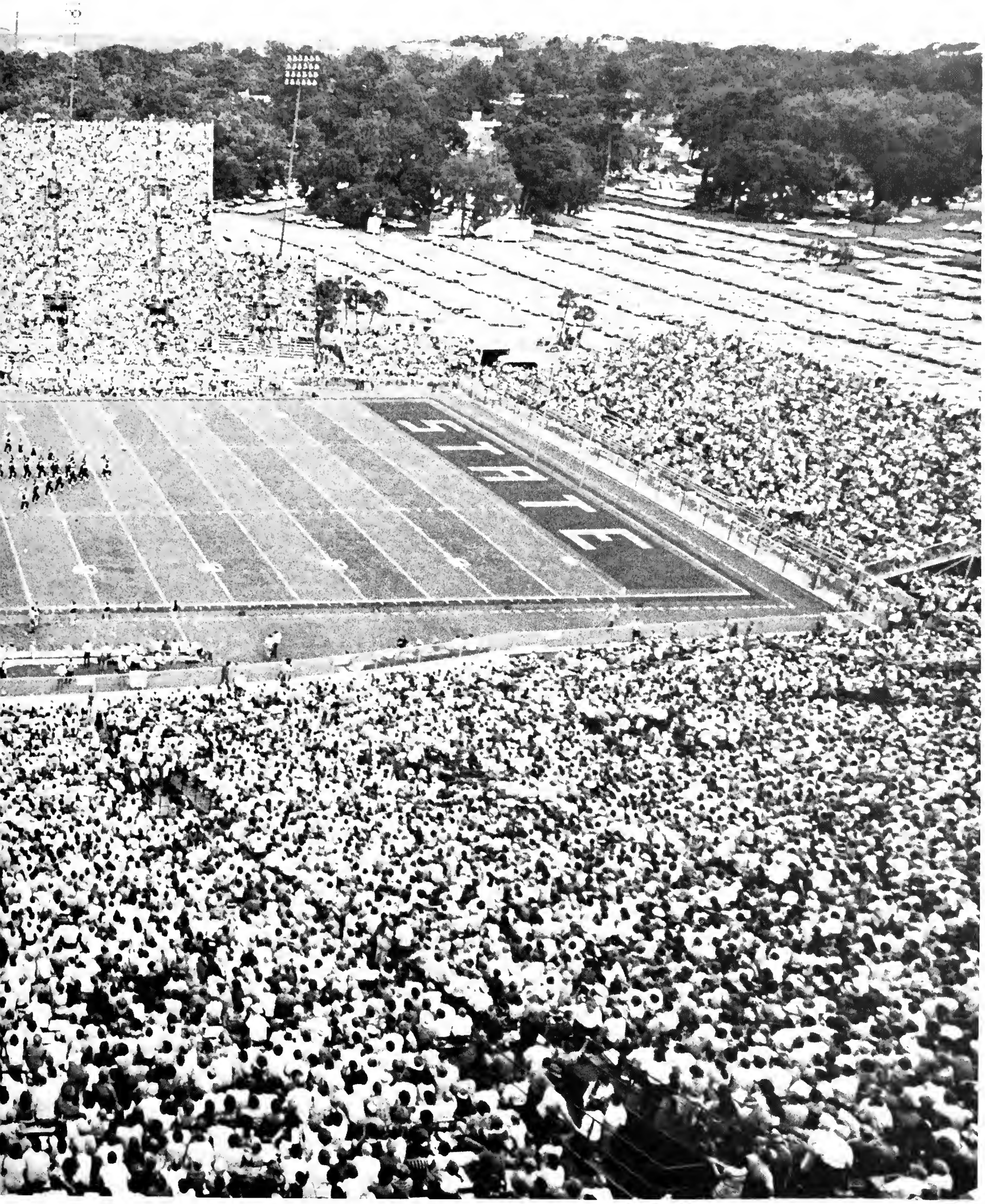
No one claims that fraternities and sororities are not without disadvantages. No one will claim that fraternities and sororities are for everyone. What is claimed is that they contribute to campus and community life, and that they can be and are meaningful and relevant experiences for their members.

Fraternities no longer are Once upon a time ...

paul bonapfel
phi gamma delta

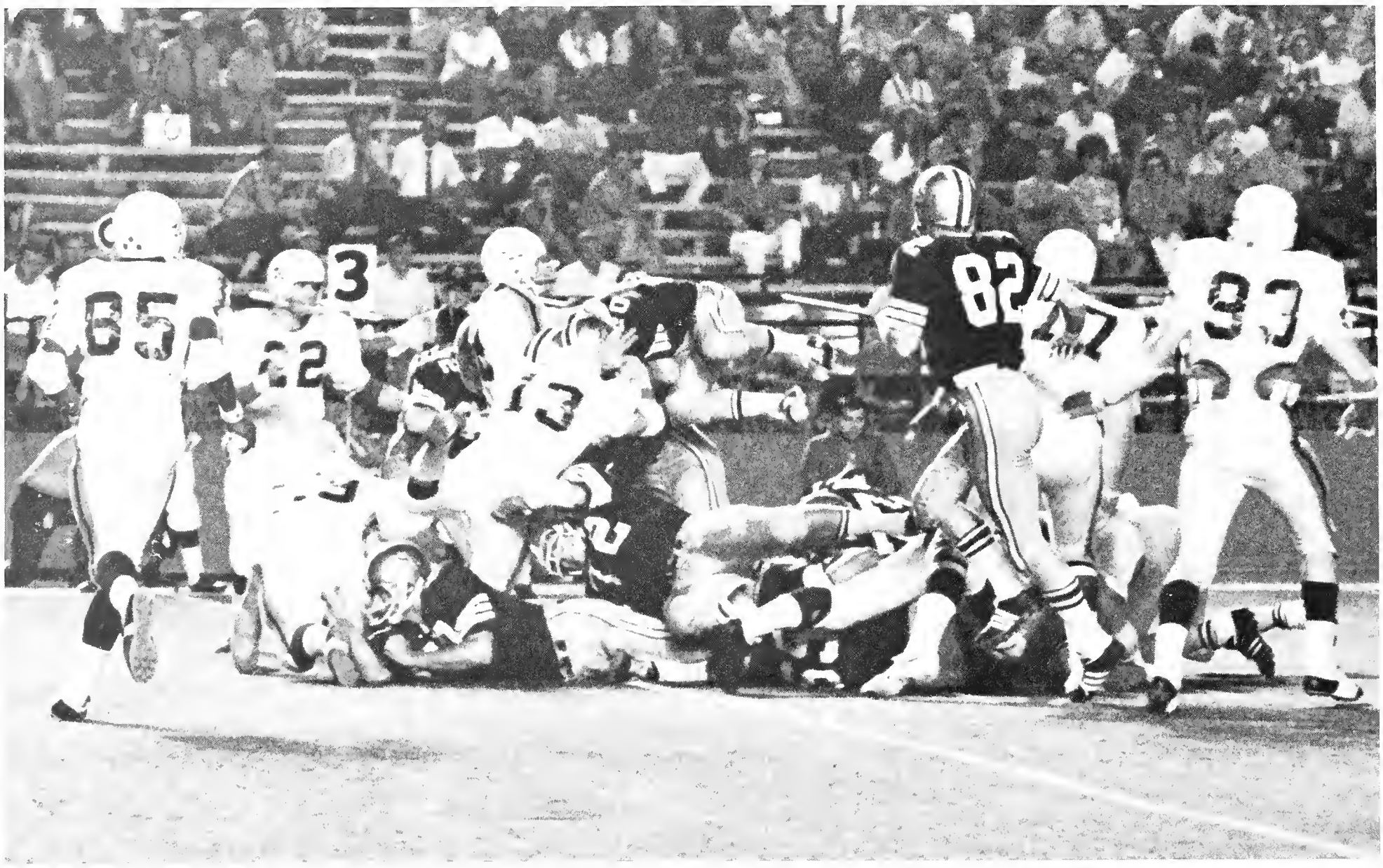


"Football is big business - an



ve're just not ashamed of it."

president marshall



FOOTBALL AT FLORIDA STATE IN 1970

A year of controversy, change, disappointment, hope, comedy and disgruntlement. It was a season that almost saw a bowl game and did see a coaching change and a 7-4 record.

It got off to an almost disastrous start on Sept. 19 when a not so vaunted Louisville team came to Tallahassee for the season opener. If it hadn't been for the heroics of the first black starter in the history of FSU football, sophomore James Thomas, the Seminoles would have never come out of that contest with their skins.

Thomas, on three separate occasions, broke through the Louisville offensive line to block field goal attempts that would eventually have won the game. The final block came with nine seconds left in the game and preserved a 10-9 win for the Tribe.

The following week, FSU traveled to Atlanta to meet Georgia Tech on regional television and the Yellow Jackets came out on top in that one 23-13. It wasn't a very prestigious start for the Tribe and its coach, Bill Peterson, in his 11th year at the head post.

FSU did very little to help its image the next weekend when it returned to Tallahassee and eked out a 19-14 win. The game left state sportswriters and Seminole fans in a vacuum and the two straight losses that followed left little doubt in the minds of many that this team was going nowhere. Against Florida, the Seminoles rolled over and played dead until seven minutes before the end of the contest, when Peterson unveiled sophomore Gary Huff for the first time. Huff engineered three touchdown drives in those waning moments and made the score a respectable 38-27, Gators' favor.

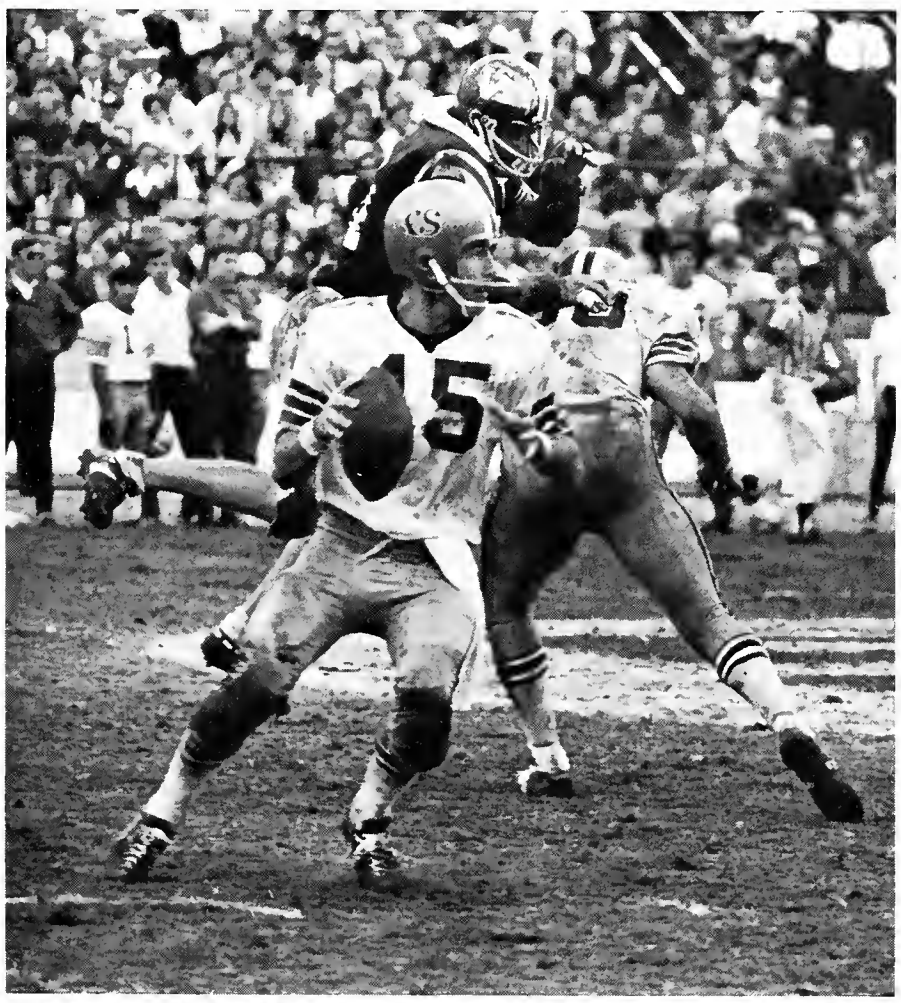
Hopes by Seminole fans that Huff would be the answer to the Tribe's problem went down the drain, however, when it blew the game with Memphis State in the final minute, 16-13. Peterson had decided to sit on a four point lead throughout the second half, setting Memphis up for the winning score.

All seemed lost: a team with a 2-3 record and no spunk that was disgruntled with its coach; a coach that was disgruntled with his team; and fans that were spitting fire and swearing never to buy another ticket to an FSU football game. There was only one place to go and that was up.

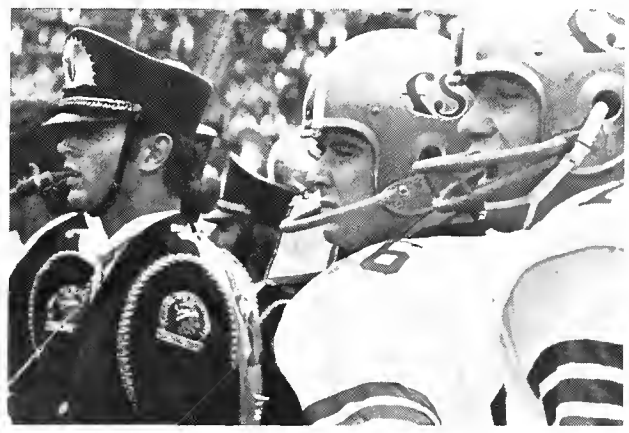
The Seminoles got back on the track the following week against South Carolina when Tommy Warren, the quarterback who had started the season at No. 1, came off the bench to win the game in the second half. This win not only got the team's record back to .500, but also got some of the players thinking that a bowl game was still in the picture.

During the next two weeks the Seminoles played like champions. First they devoured Miami in a 27-3 contest and then they followed that triumph with another offensive show against Clemson, winning 38-13. With a 5-3 record and three-game winning streak the club was beginning to get some believers.

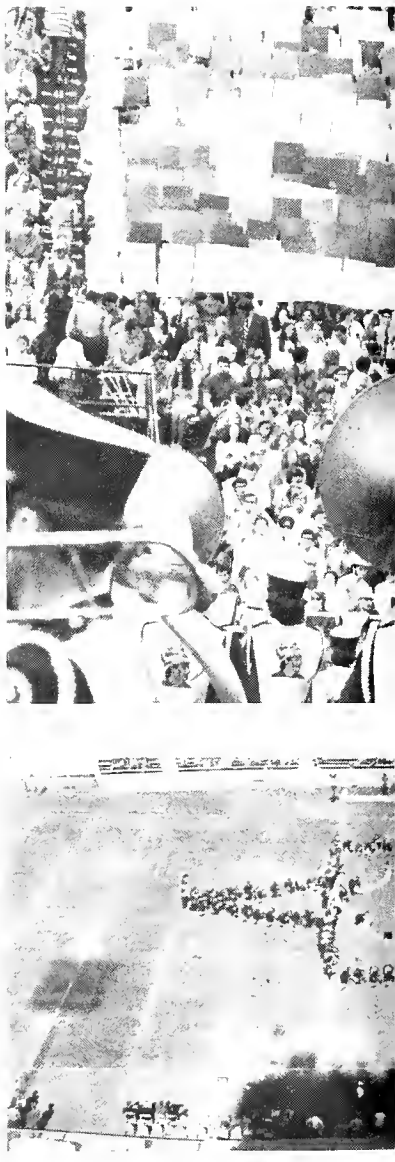
At Homecoming...



At homecoming the following week the Seminoles won their fourth straight over Virginia Tech, 34-8 in a rather easy fashion.



34-8



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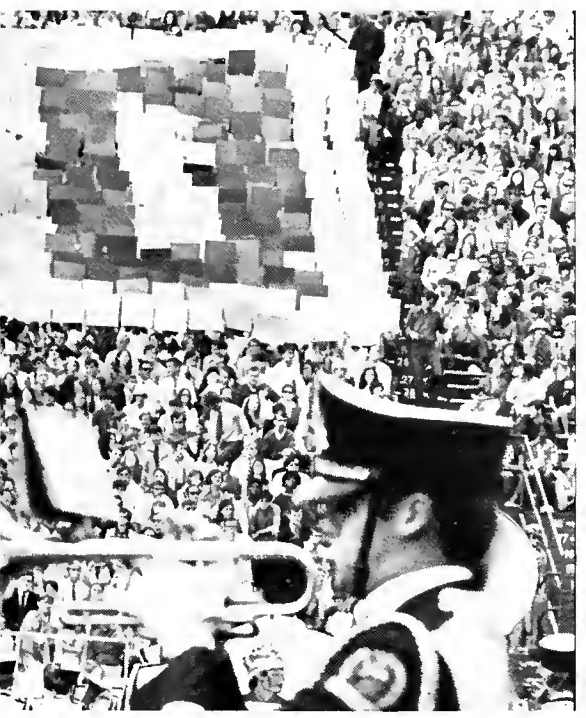

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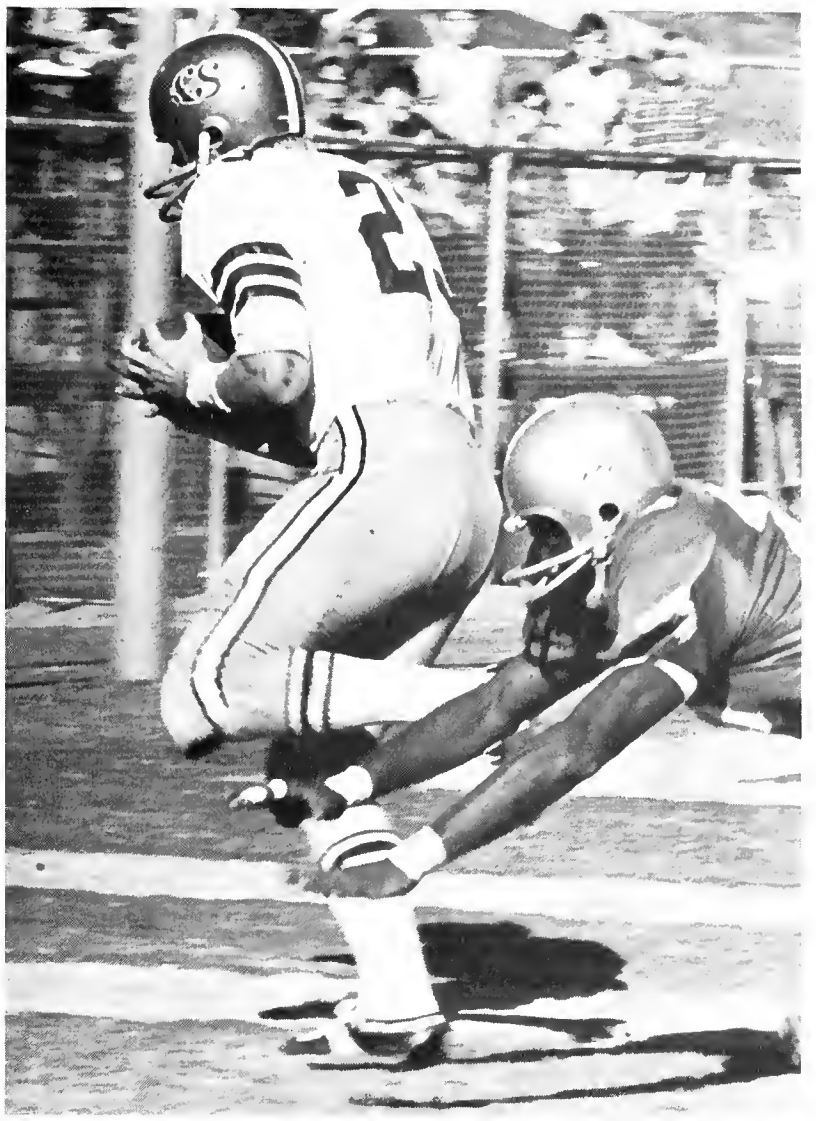


Then against a highly rated Kansas State team, the Seminoles did it again, 34-13. People were taking notice now. The Seminoles had won five straight contests and were . . .

screaming for a bowl bid

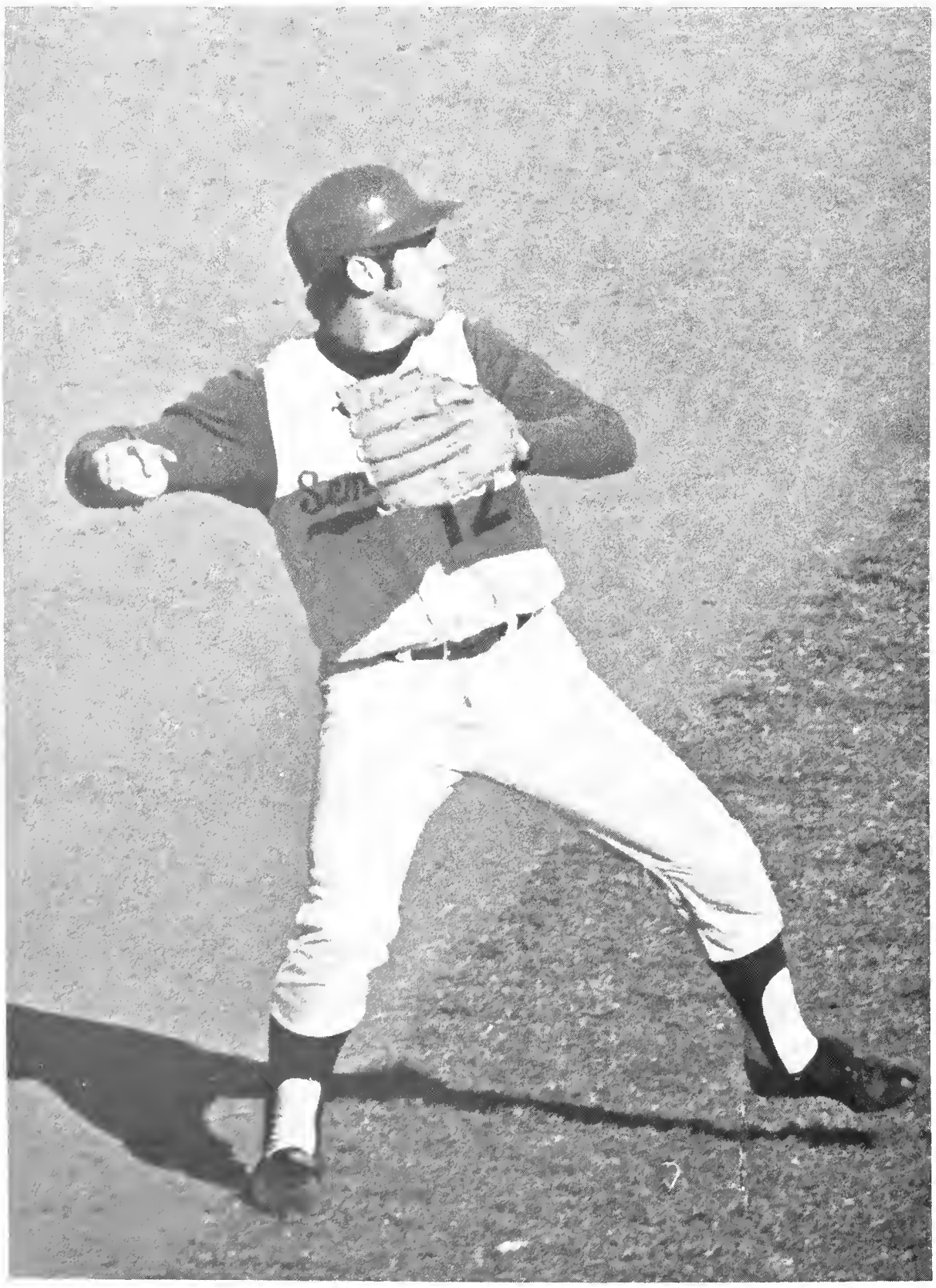
It all went down to the final game

The Seminoles traveled to Tampa Stadium to take on a strong University of Houston team on Thanksgiving Eve. Riding on the passing arm of senior quarterback Tommy Warren, the fired up Tribe shocked the Cougars by soaring to a 21-12 first half lead. Seminole fans were exhuberant and dreams of bowl bids danced in everyone's head.

Those dreams turned into nightmares during the second half. An early second half drive by the Tribesmen was blown apart when Houston defensive back Charles Ford intercepted a Warren pass, scrambled for

30 yards, then lateralled to linebacker Frank Ditta who went 40 yards more for the score. The Cougars put together five straight touchdown drives as the stunned Seminoles stood by and watched the cancellation of their bowl trip. The only trip made by Florida State was by linebacker Dan Whitehurst. He came off the bench to knock down a Houston runner who had broken into the open and was threatening to score. His action summed up the frustration suffered by the Seminoles during the 1970 season. The 53-21 loss was Coach Bill Peterson's last game for Florida State.

Smallball: We Was Robbed



It started out great—nine wins in nine games and the Seminole baseball team was off and running with sights set on the national championship.

The season began with high hopes—FSU President Stanley Marshall presented Coach Jack Stallings with a sign urging the team to finish one place higher than the previous year, when FSU had placed second in the College World Series, losing that final game in the tournament 2-1 in 15 innings.

The task of repeating the performance of the previous season was not an easy one. Graduation and professional baseball had stripped the FSU team of five top hurlers and Dick Nichols, All-America second baseman. Stallings voiced concern about his pitching staff, and warned that pitching could make the difference between a great and a fair season.

After 14 games, it looked like the Seminoles might do what all the Seminole fans were hoping they would do. In those first 14 games, FSU handed defeats to Valdosta State, Union, St. Leo, Lafayette and Michigan State while losing to Ohio State and splitting a two-game series with Miami. That gave the team a 12-2 record as they prepared to host the Florida State Invitational Tournament during the spring break.

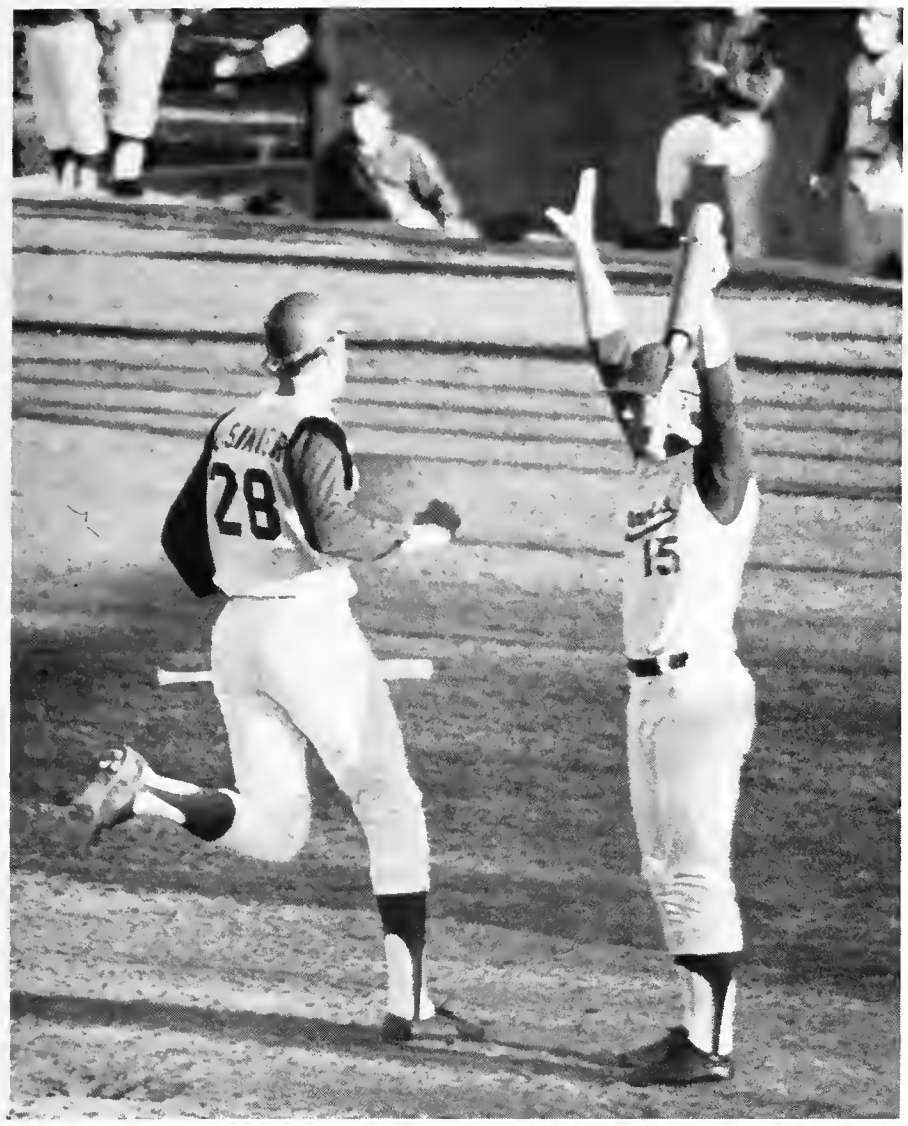
Western Michigan, Florida A&M and FSU were the only three teams in the tournament, but the competition was keen as each played the other two teams three times each. The Seminoles' 4-2 tournament record was good for second place as they dropped two to the Western Michigan nine, who won the championship.

It had taken hot bats to make up for the shaky pitching and observers wondered what would happen if the batters fell into a slump. But the wondering stopped for a few games as the Seminoles ran their record to 23-6 with a 5-1 series with Brown, a 1-1 split with Jacksonville and a victory over Northern Illinois.

340

We're Only Numbe
Please Try Hard

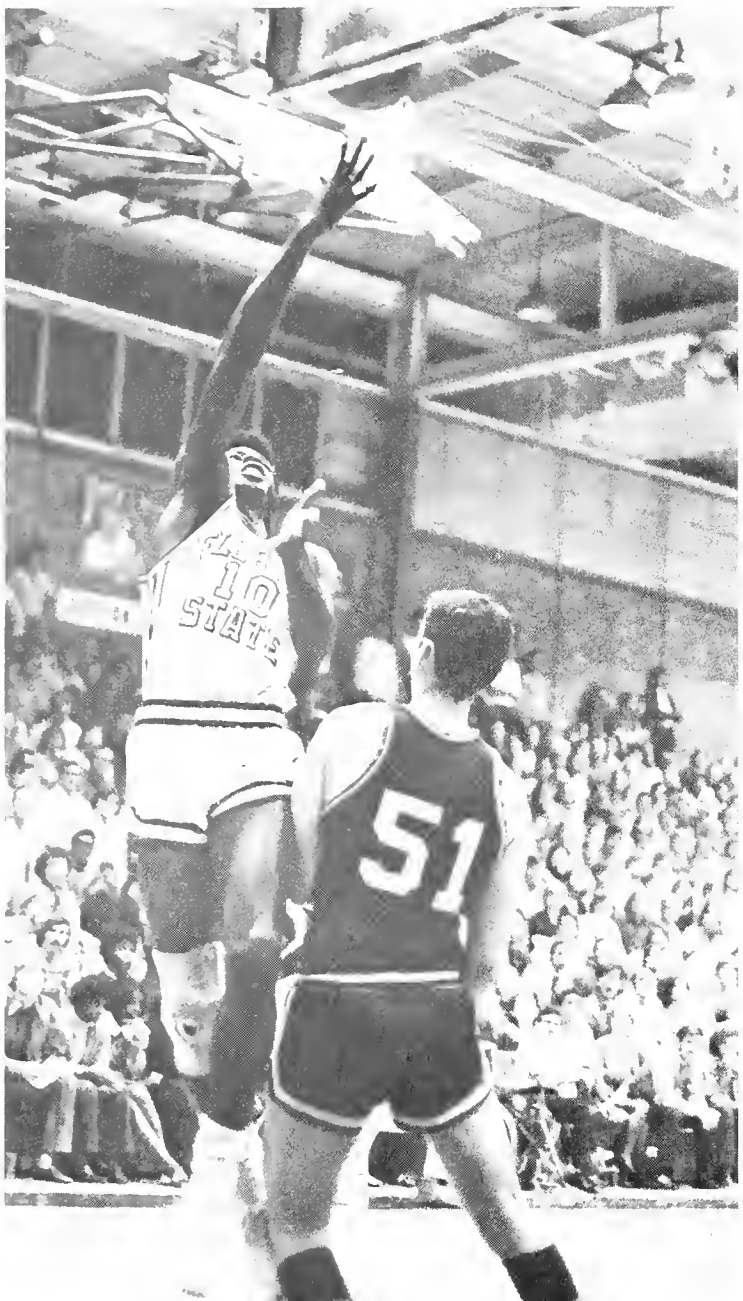
KASMIER
28
Semi noles
16

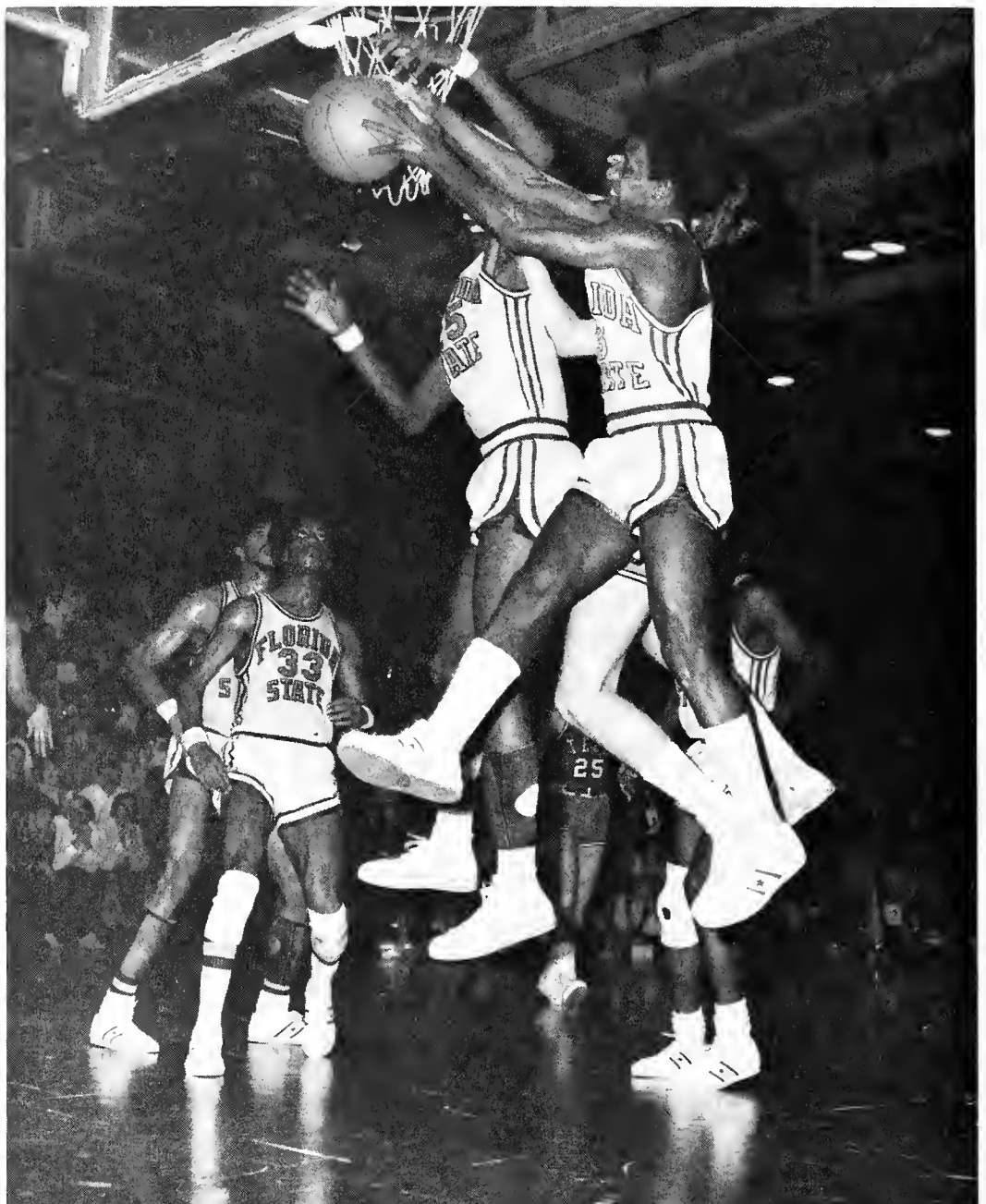


The slump then hit along with injuries, and when the damage was done, Florida State had lost six games. FSU went 1-1 against Miami, 1-1 against Auburn and won a single game with Valdosta State, then lost four of five on a road trip to Clemson and Georgia. The team returned to Tallahassee with a disappointing 27-12 record two-thirds of the way through the season.

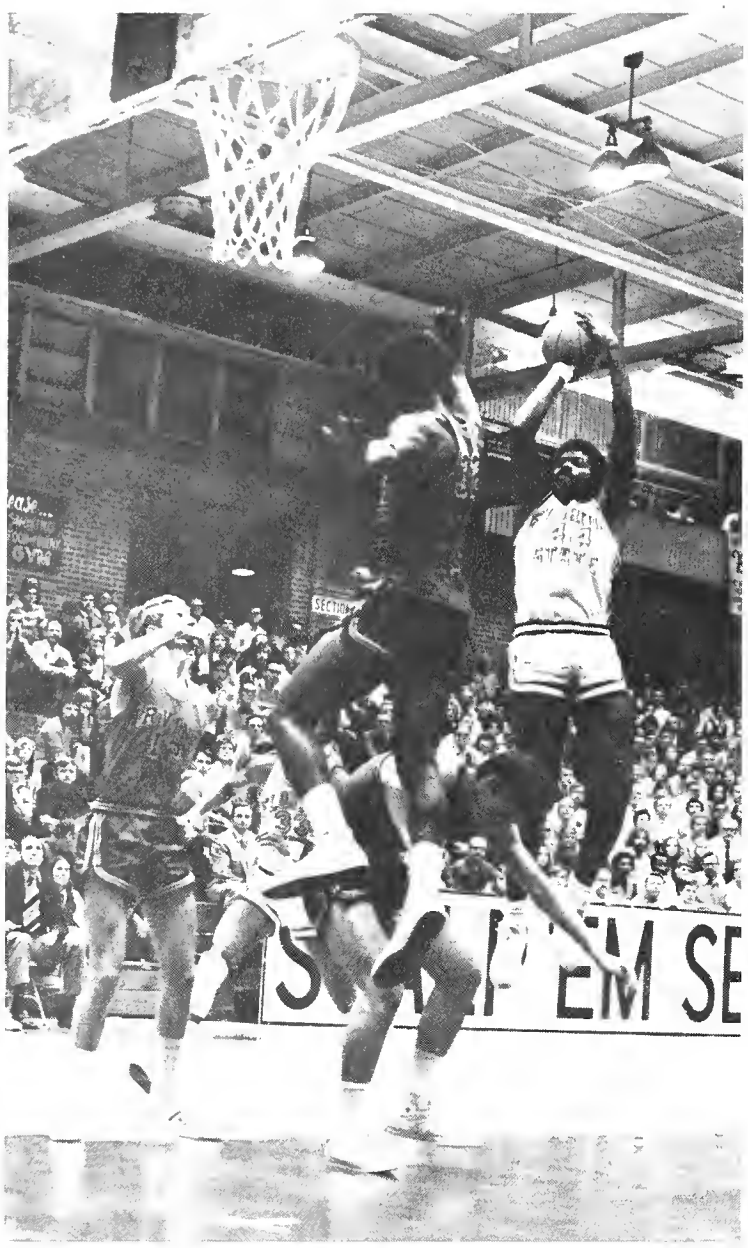
With only a slight possibility remaining of receiving an invitation to the NCAA tournament, the Seminoles refused to quit. FSU put together another string of victories and lost only two of their next 13 games, defeating Auburn, South Alabama, Stetson, Georgia Southern and South Florida for a 38-14 mark with five games remaining against Florida.

But the slump at mid-season had hurt the Seminoles' chances for a tournament bid, and FSU was passed over by the tournament selection committee. The team then closed the season with three victories and two defeats against Florida for a final 41-16 mark.





ROUNDBALL
it was a good year,



FLORIDA
33
STATE

But not as good as last year

Exciting? Yes. But although the 1970-71 Florida State basketball team was exciting, it just wasn't as good as the year before.

One problem was defense -- FSU had the scoring, but defensively the team could not compare with the previous year's squad. And, when the season ended, the 17-9 record could not compare with the record of the year before.

The biggest gap in the defense was on the front line, where All-America center Dave Cowens and Willie Williams were gone after graduating and being drafted by Boston of the National Basketball Association. Reggie Royals and Vernell Ellzy did well in replacing the two, but could not fill the gap left by Cowens, who became the NBA's Rookie of the Year.

Defense hurt the performance of the 70-71 Seminoles, but scoring made every game exciting, win or lose, throughout the season. Ron King, Royals, Ellzy and Rowland Garrett all averaged in double figures for the season, King leading the team with a 22.7 mark.

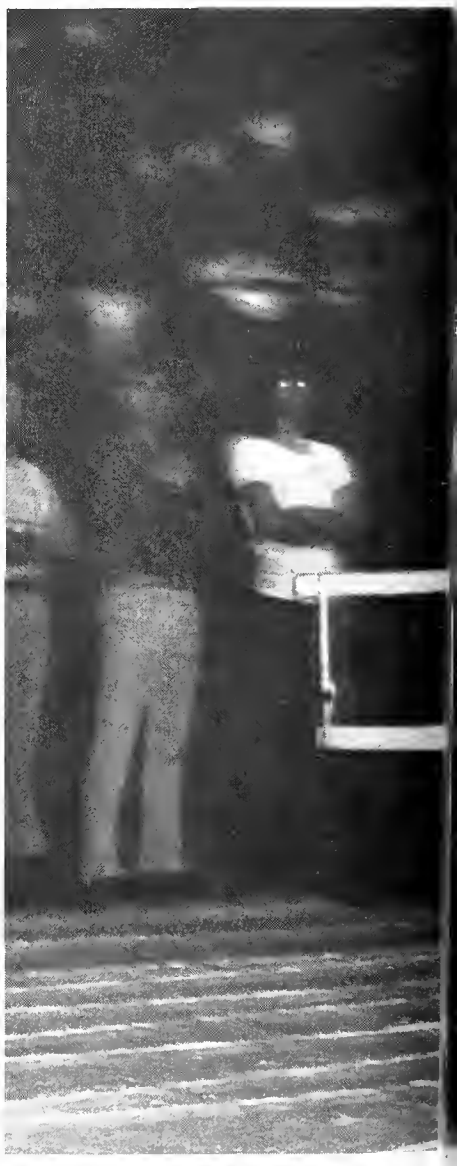
FSU started out by winning the first four games of the season, then met Jacksonville in the finals of the Civitan Classic in Jacksonville. In the first of three contests between the two powers in Florida basketball, the Dolphins finally won a high scoring duel 114-108.

After defeating Valdosta State by a whopping margin, the Seminoles took a 5-1 record to the Sun Bowl tournament during the Christmas break. They returned from that tournament with a 5-3 record, losing to Southern California and to Miami of Ohio.

A two year home winning streak fell near the end of the season, as Georgia Tech stung Florida State with an 85-67 loss in Tully Gym. The Yellow Jackets came out on the losing end of the stick in Atlanta, however, as the Seminoles beat Tech on Tech's home court 81-76.

The Tribe was not so fortunate against Jacksonville, although FSU had two more chances to beat the Dolphins. Jacksonville romped in the second meeting of the two teams by 83-65, then captured the third of the three games on the Seminoles' home court, 90 - 79.

The team had its troubles, but still it was a good season. And with only one senior, Ellzy, on the starting five, hopes were high as the season closed and the team looked forward to next year.



What Track?

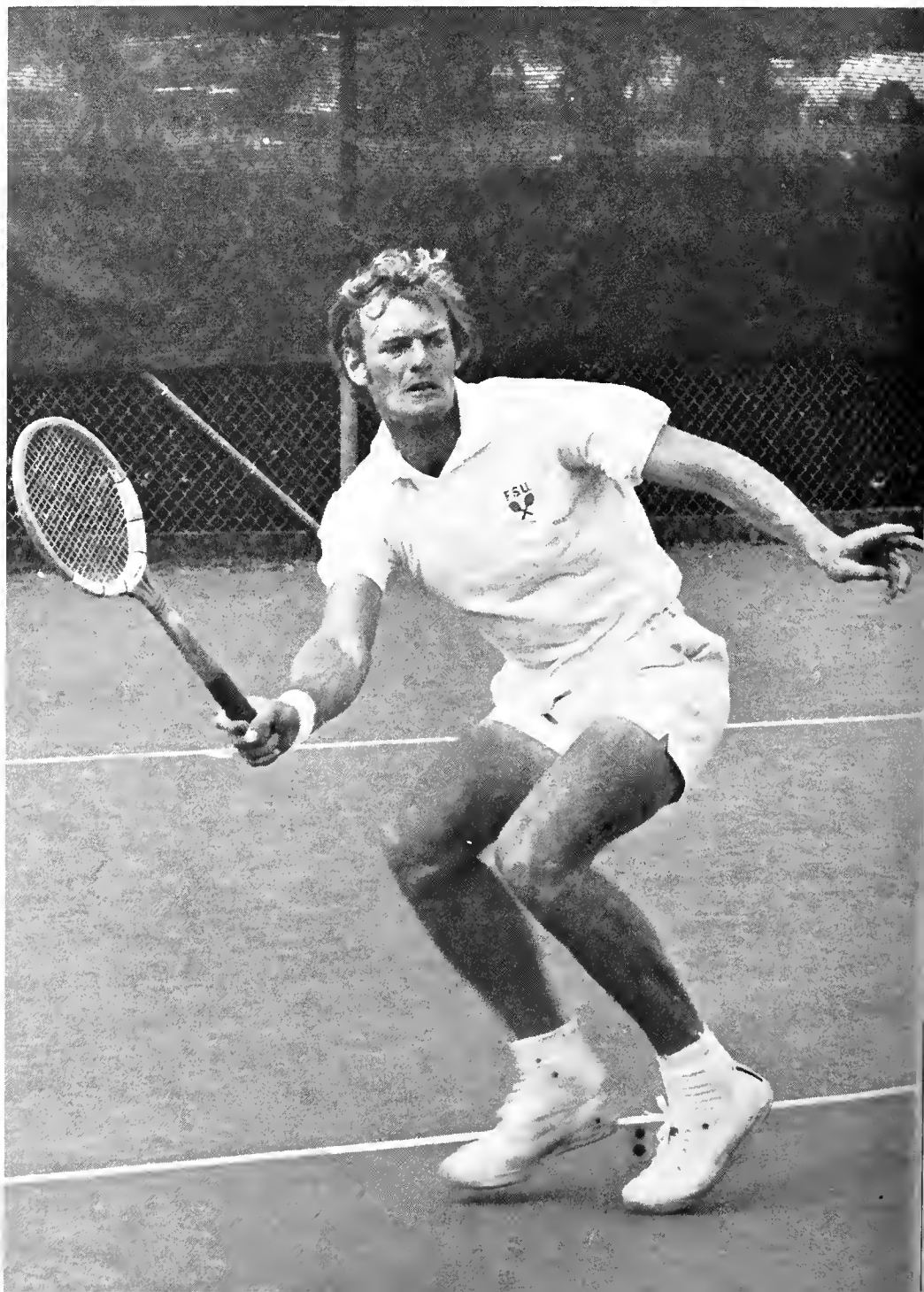
The highlight of the season came on a dreary weekend, but the rain could not dampen the performance of the FSU track team, who climaxed their season with a 92-53 trouncing of rival University of Florida.

The victory over UF made a successful season for the track team, which finished with a 1-1 dual meet record. All-America distance runner Ken Misner qualified for the NCAA meet, and finished the three-mile run in record-breaking time, bettering the old NCAA mark. The performance was good only for seventh place in the race, however, as seven runners came in under the old mark.

Tennis: t

With five freshmen and one senior comprising the top six players on the Florida State tennis team, there was much conjecture about what would happen in 1971, most of it predicting good things for the FSU netters. A pre-season poll rated the Seminoles 19th in the nation, and at the end of the season they had surpassed even that with a tie for 16th in the NCAA tennis tournament, a very successful close to the most successful season since 1951.

With losses to only Georgia, Miami and Georgia Tech, the team finished with an 18-3 record, best in 20 years, and sent four players to the NCAA matches. John DeZeeuw, the only upperclassman among the top six, Richardo Bernd, Steve Diamond and Legendre Genois carried FSU to the top twenty in the national net tournament.



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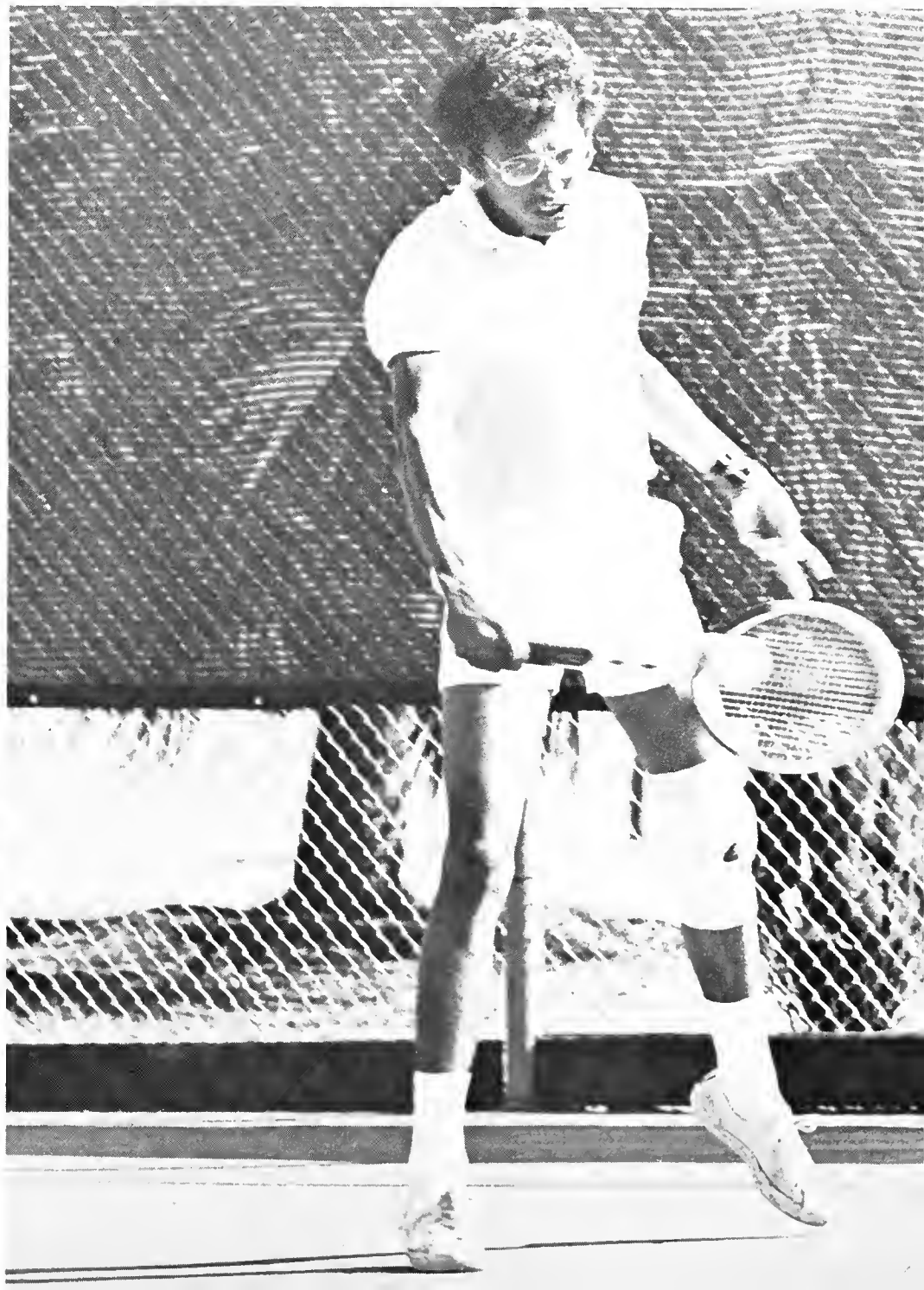


Muddy Wate
for Swim Coa

The 1971 season was rough sailing for FSU swim coach N.B. "Bim" Stults. Even though the team won all but three meets and sent six swimmers and divers to the NCAA championships, the real story of the season came out of the water.

On February 1 the team voted to ask Stults to resign as swim coach, effective at the end of the season. The act brought to a head the controversy and discontent which had plagued the team for nearly half the season.

The trouble began as soon as the season started, and by February the team felt that action should be taken. They felt that Stults was not able to relate to the swimmers, and criticized his coaching ability.

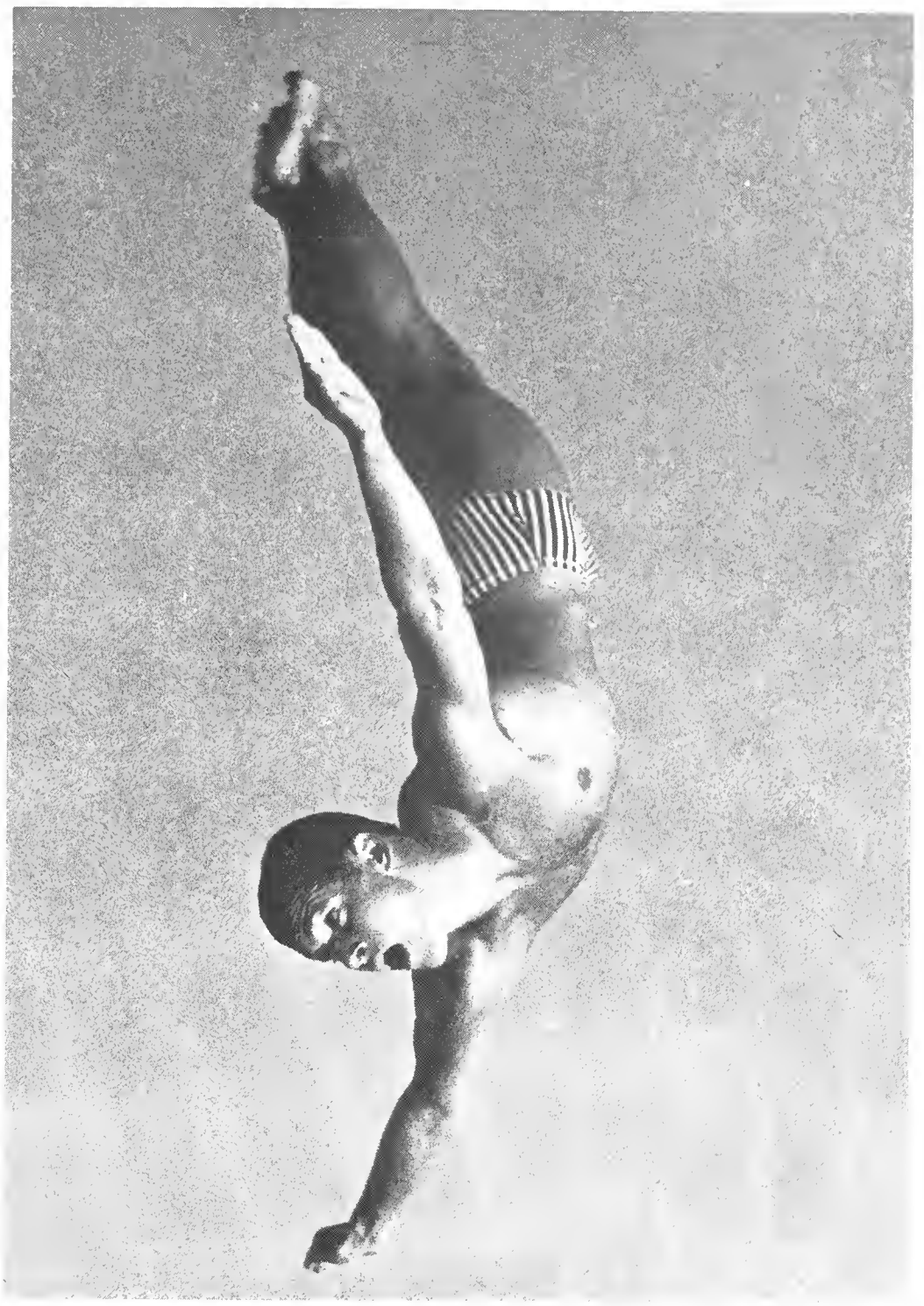
Throughout the controversy, however, the team continued to swim well, even though the fate of their coach was not announced until the season had ended. The season ended with the swimmers owning an 8-3 record, and six FSU swimmers went to the NCAA meet. Their performance was good enough to place the team in the top 20 nationally.

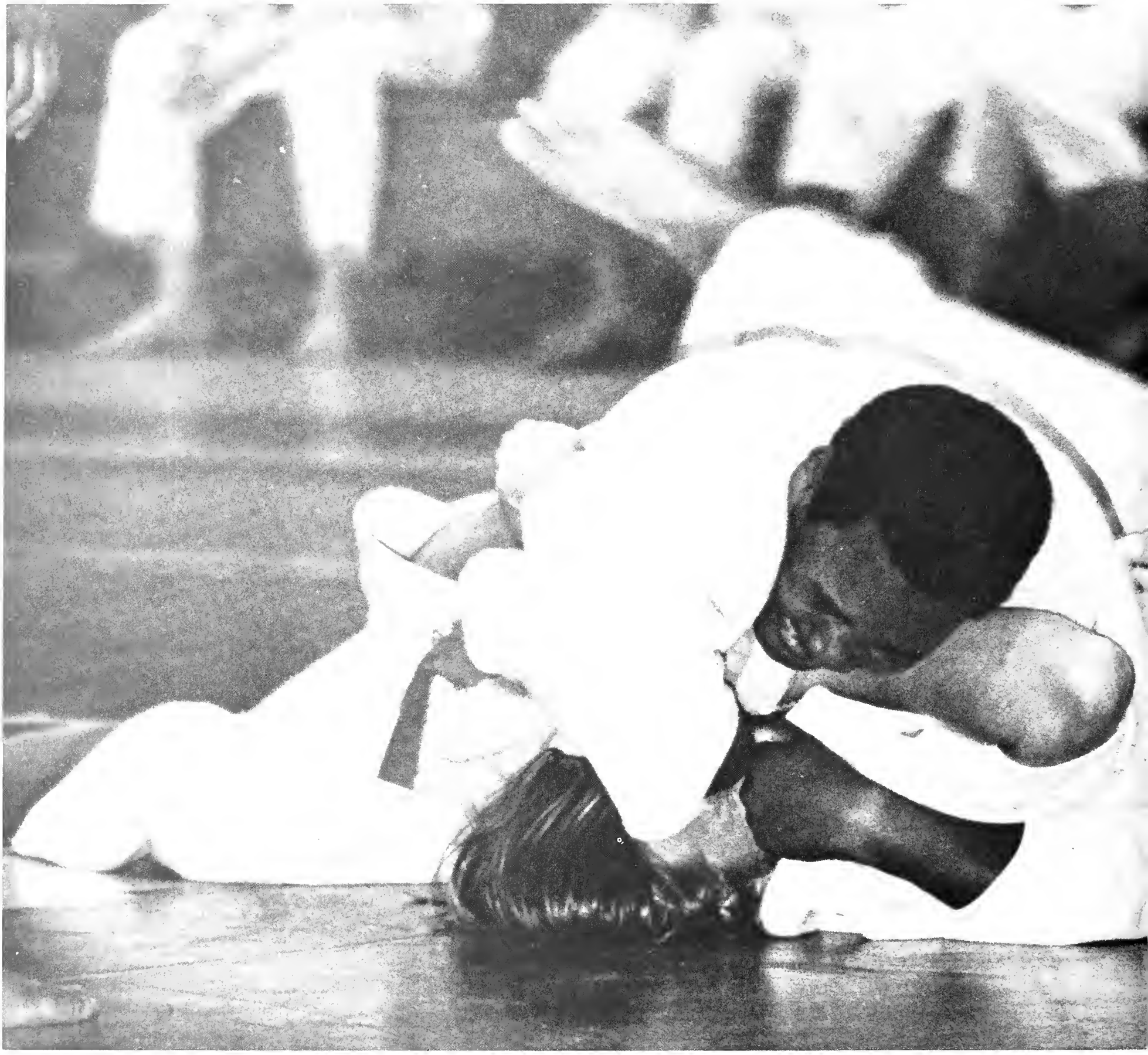
s in 71

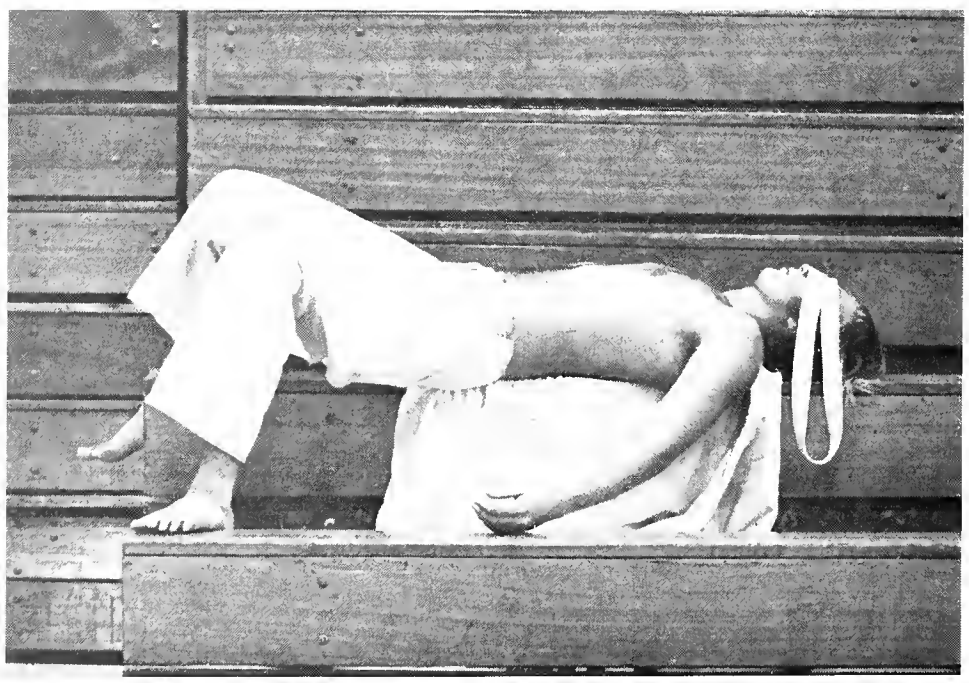
ch

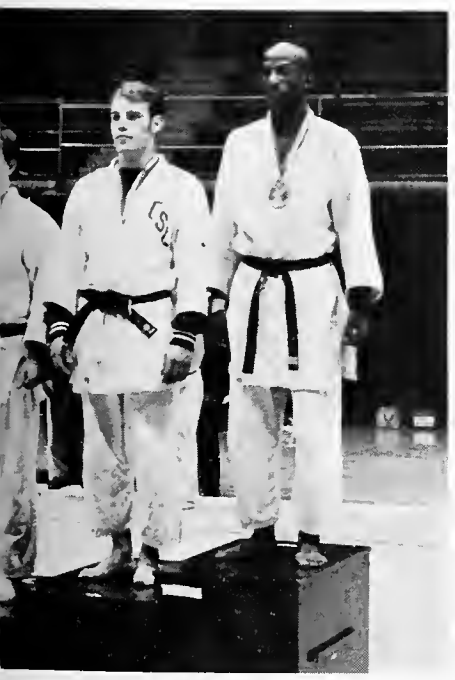
Phil Boggs captured an individual
ational championship in three-meter
iving, and added a third place finish
n the one-meter event. Dean Jerger
ecame one of five people to finish
ne 50-meter freestyle in less than
1.0 seconds in his qualifying heat,
nen finished a respectable third in the
nals of that event.

So, despite the controversy, which
as finally resolved after the NCAA
neet when Stults was retained as
wim coach, the swimming team had a
ood year.









This was Jerry Dean's year

It always seemed that in the past that Florida State Athletic teams had to take a back seat to the nationally prominent schools in sports. But the Judo team is making a vaunted effort to throw off those labels.

For the past three years the club has had one of the top teams in the nation, winning every kind of tournament one could conceive. Only one title has evaded the team, that being the national collegiate crown.

In 1971 FSU finished second in the nationals held at San Jose, California. But what the Seminoles didn't accomplish as a team, they made up for individually.

By far the most significant person in FSU Judo the past season was freshman Jerry Dean. A second degree black belt, Dean received two of the biggest awards any college Judo player can get.

First off he was given the Most Valuable Player honor at the nationals, as he won the 165-pound class rather effortlessly. He and Kenny Keller in the 139-division were the only two players to place at San Jose, the tournament eventually being won by the host team San Jose State for the second straight year.

But even more important was the reception by Dean of the Harold Stone Award, which is Judo's equivalent to the Heismann Trophy in football. Dean was given the Stone plaque for attitude and initiative, as well as super-ability.

"This was Jerry Dean's year," commented newly appointed Head Judo Coach John Ross.

But the team's other national accomplishments came mostly on the beaurocratic side of the ledger. For the first time since its beginning, the club was given official recognition by the Athletic Department and Ross was named as the official head of the team.

Besides giving FSU the honor of being one of the few Judo teams to be recognized by its University, it also set them up so they may eventually reach varsity status.

Ross also received one of the biggest boosts to his national image when he was named to the six-man National Coaching Staff. Other men in this select group include the three Olympic Coaches.

Then he was named President of the Southern District National Collegiate Judo Association and the VP of the NCS. All in all, he should be one of the busiest men in the nation over the next three years.

And the club continued to grow, attracting one of the largest number of black belts in the nation. Last year around thirty of the highly touted athletes trained with the club and with Ross' successful recruiting campaigns at the National AAU championships, that total could go as high as forty.

So it certainly looks bright for 1971-72 with the second best team in the nation returning in tact along with three of the best players in the U.S. coming in as freshmen.

But if the honor of having the top Judo team in the country on campus isn't enough, fans in the Tallahassee area will be seeing a lot more of them in the coming season.

Ross plans to have monthly tournaments in Tully Gym and will also host the National Training Camp in December, which will see top players from all over the nation in town. For the first time the Seminoles will also host the Eastern Collegiates in April.

Mix past successes with the promise of the future and it appears that the names Lee Webber, Armand Gossellin, Barry Haber, Dave Frisby, Bill Lain, Kenny Okamoto and Ed Poole may eventually become household words.

FOOTBALL

FSU		Opponent
9	Louisville	7
13	Georgia Tech	23
19	Wake Forest	14
27	Florida	38
12	Memphis State	16
21	South Carolina	13
27	Miami	3
38	Clemson	13
34	Virginia Tech	8
33	Kansas State	7
21	Houston	53

BASKETBALL

FSU		Opponent
80	Texas	78
106	Biscayne	70
125	South Dakota	65
117	Southern Mississippi	84
108	Jacksonville	114
111	Valdosta State	63
85	Southern California	94
64	Miami, Ohio	67
95	Pan American	90
95	Arizona	85
101	Pepperdine	82
114	Miami	106
96	Manhattan	68
69	Tulane	88
122	Samford	79
78	Stetson	71
67	Georgia Tech	85
65	Jacksonville	83
82	California at Irvine	69
98	Wisconsin at Milwaukee	61
81	Georgia Tech	76
113	Georgia Southern	81
79	Jacksonville	90
61	North Carolina	70
74	Florida Southern	66
94	Miami	100

JUDO

FSU	
1	Florida State Championships
1	Southeastern Championships
1	Eastern Championships
2	NCAA Championships

SWIMMING

FSU		Opponent
78	Evansville	34
87	Georgia Tech	26
98	Emory	15
57	Georgia	56
59	East Carolina	54
47	Florida	66
56	South Carolina	57
69	North Carolina	44
74	South Florida	39
48	Florida	65
	Tulane	

TRACK

dual meets

FSU	Opponent	
61	Southern Illinois	83
92	Florida	53

GOLF

FSU finish	Tournament
7	All-DixieTournament
5	LSU Invitational
2	Senior Bowl Invitational
2	Florida Intercollegiates
2	Florida State Invitational
2	West Florida Invitational
4	Gulf-American Corp. Intercollegiates
7	Chris Schenkel Intercollegiates
17	NCAA Championships

TENNIS

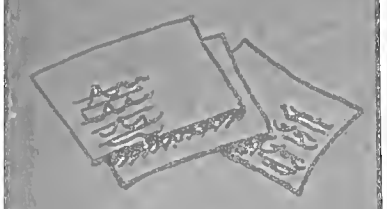
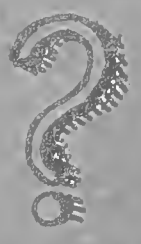
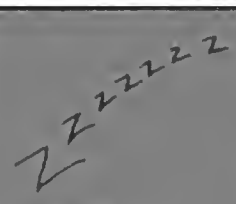
FSU	Opponent	
8	Mississippi State	0
1	Miami	8
6	Florida	3
5	Presbyterian	3
5	Southern Illinois	4
7	Kalamazoo College	2
7	Wake Forest	0
9	Florida A & M	0
5	Alabama	4
4	Georgia Tech	5
7	South Carolina	2
6	Wingate College	3
6	Tulane	3
6	Rollins	3
0	Georgia	9
5	Georgia Southern	4
8	Jacksonville	1
9	Valdosta State	0
8	Columbus College	1

BASEBALL

FSU	Opponent	
13	Valdosta State	1
5	Union University	0
14	Union University	0
7	Union University	6
9	St. Leo College	8
7	St. Leo College (11 innings)	6
3	Lafayette College	0
1	Lafayette	0
2	Lafayette College	1
5	Miami (10 innings)	4
4	Miami (10 innings)	5
1	Ohio State	9
9	Michigan State	5
14	St. Leo College	2
FSU TOURNAMENT		
5	Western Michigan	7
2	Florida A & M	1
21	Florida A & M	1
7	Western Michigan	5
1	Western Michigan	5
7	Florida A & M	1
0	Brown University	2
5	Brown University	1
3	Brown University	1
12	Brown University	1
4	Brown University	1
6	Brown University	1
4	Jacksonville	13
8	Jacksonville	6
7	Northern Illinois	1
7	Miami	5
4	Miami	7
13	Auburn	8
8	Auburn	11
17	Valdosta State	3
0	Clemson	11
7	Clemson	12
2	Clemson	3

6	Georgia	0
2	Georgia	4
9	South Alabama	7
4	South Alabama	5
9	South Alabama	4
10	South Florida	6
4	South Florida (14 innings)	3
2	Stetson	0
1	Stetson	0
1	Georgia Southern	2
6	Georgia Southern	1
7	South Alabama	3
1	Georgia Southern	0
9	Auburn	4
6	Auburn	5
7	Florida	2
2	Florida	0
3	Florida	4
1	Florida	4
7	Florida	0

THE GAME

go	After seeing Kovachevich on TV your mother calls long distance.	Bring out the Boone's Farm!	Accidently ace an exam make the dean's list Ahead one
 Get more trial schedule sheets	Go to nearest pay phone, call Elizabeth Kovachevich and say: "I know who you are and what you've done."	Sammy Seminole sez. "Keep on truckin'."	You find out everyone else has one too.
Get more and more confused. 	You demonstrate against the firing of maintenance men. Nothing at all happens.		
Advisor is NEVER IN. Figure out your own schedule and advance three.	You carry anti-war sign at Nixon speech. Get busted.		
Get more and more confused.	Friends bail you out.	You get some mail Advance one.	 Sleep thru your midterms. Back two spaces
Two thirds of your classes are closed. Back two spaces			
261-84-1376 The Registrar never heard of you Lost one turn	Lost your I.D.	At Student Depository try to cash a check WITHOUT YOUR I.D. Back 3 spaces.	Proceed directly to Bursar's to pay, go to Media Center, return to Westcott to have I.D. validated go back one.

"The institution should take statements made by legislators on matters of public policy, and a like number of statements on the same topics by 12-year-olds. These would be mixed, and a panel of judges would sort the statements into two piles. If a legislator's comment winds up in the 12-year-old pile 2 times out of 3, this is a clear indication that remediation is called for. In each case, the punishment would fit the crime. Violations of elementary rules of semantics would dictate that the legislator would take freshman English. The advocacy of clearly unconstitutional legislation would obviously call for recycling through American history

You get a job at Tallahassee Sanitation and Waste Remov Congratulations

Your diplom revoked.

AUUUUUGH!

They don't have all the supplies you need at Bill's but they can order ther

VERSITY game

ou fall in love
Julian Bond and
ou know your
mother
ites protestants.
Back 3 spaces.

"Sorry,
we don't need
any more employees
at this time."
Lost one turn.

Drop out of school
for tuition
NEXT quarter

"Out of the
frying pan .."

You make it out
of Basic Studies
Ahead one

Go to New York
for the weekend
and pay $250.
Drop back one space

You get your
diploma.
Advance one
or two or
three spaces.

Credibility gap

Speed you way through
four exams, crash and
miss the rest

Abortion bill
is defeated.
Go back two.

Repeated offenses would demand the revocation of his degree by the institution ... It might be some years, though, before a degree of ex-bachelors would be accepted for ordinary employment."

dr. r.r. lee

THE PRIZE: Happiness and success
in life because of
your college degree.

You get busted
Trial is at midterms
Go back five

You starve
Move slower

You are video taped
by campus security
as you pass a
demonstration

two tranquilizers.
dice & BACK UP'

Your bicycle chain
falls off
late to class

You were paying
for the call
from your mother.
Retreat three.

Your parents
foud out
you were living
together
Find a job

Pay gas deposits,
electric deposit,
student phone deposit,
damage deposit
and two months' rent
No money left
for a water bed

y $14.00 for a
rback textbook.

Tuition-hike —
sell your collection of
National Lampoons
to get the extra cash.

Every building has a
name. While trying to
remember your own
lost a turn

Finally get an
apartment!!!
Ahead three.

Grocery store asks
$39.90 for your
bare essentials
Back one
Bankruptcy

Put back the Wheaties
and the mop
Then borrow 11 cents
from the next
person in line

If you can figure out how to play this game — let us know.
ed.

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29, 33, 60-63, 107, 115(U), 116-117(LR), 120, 128(U), 149-151, 174(R), 177(LL)

31, 88-94, 101: Rus Gant

Shap Wolf
81, 88-89, 90-91, 94, 98-99, 112-113, 127, 164-167, 168, 170

James Funk
84, 85(LR), 101, 106, 111, 114, 117(U)

142, 158-159, 177: David Callahan

175(L): John Robertson

129(L): Mac Goethe

Rip-us-off-for-a-nikon contest

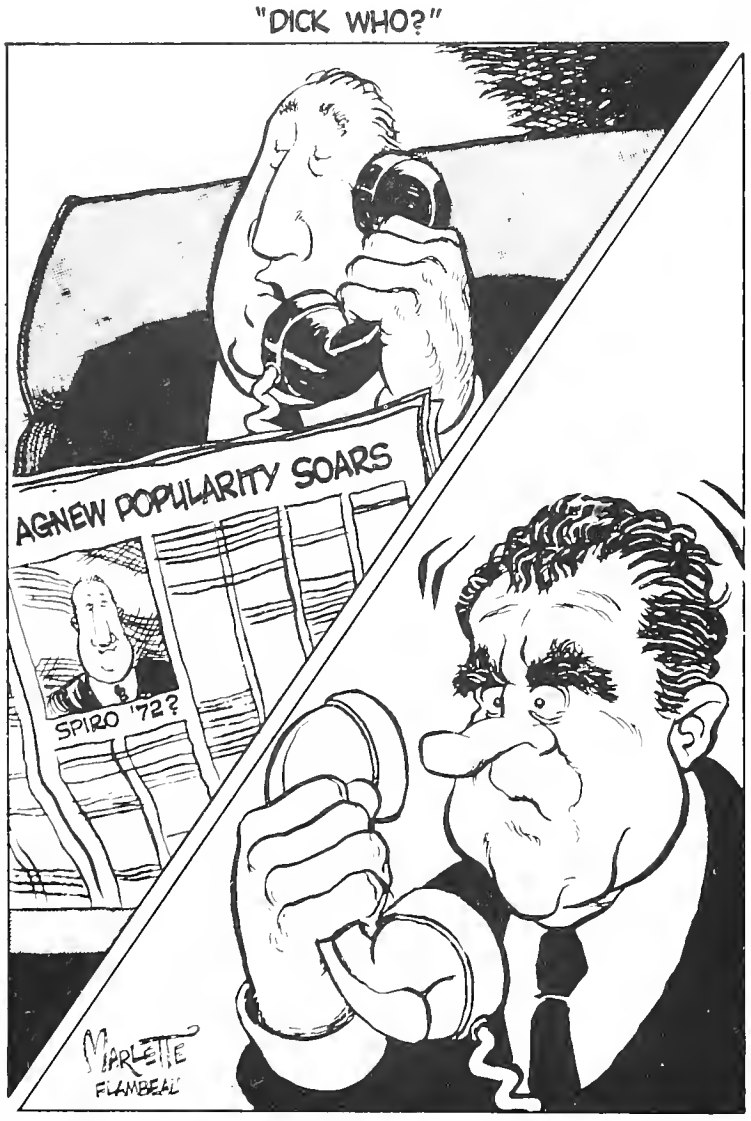
ANDY ANDERSON: 54, 55, 86, 87, 97.
Cal Chisholm: 124
Jim Gorbowski: 127
James Henkil: 2, 138, 139
David Seltzer: 8, 50, end sheets
Jim Hooker: 9, 20(UR), 24-25, 46
Conrad Gleber: 10(L), 14(U)
K.C. Irick: 11
Sage Reynolds: 12(U), 14(L)
Dottie Shearn: 12(L), 13
Barbara Herschleb: 15, 19(L), 10(UL), 85(UR)
Denny Gioia: 6-7, 18
Jim Wilson: 20(L), 56-57
Stefan Marmoh: 21(UL)
Stewart Lippe: 100
Harry Hurst: 92-93

The Best of Marlette

CANNED

"AM AH MISTAKEN OR DID THAT CHILD SAY, 'UP AGAINST THE WALL, WHITEY?'"

"DICK WHO?"



"PICKY, PICKY, PICKY!!"

"YOUR MISSION, MR. MARSHALL, WILL BE TO DISCOURAGE CAMPUS DISSENT BY ANY MEANS AT YOUR DISPOSAL. SHOULD YOU OR YOUR TEAM OF CRACK ADMINISTRATORS FAIL, THE BOARD OF REGENTS WILL DISAVOW ALL KNOWLEDGE OF YOUR EXISTENCE!"

"NOW, YOU'RE NOT GOING TO HOLD ME TO EVERYTHING I SAY, ARE YOU, BOY?"

"ONLY ONE THING CAN GET THESE HANDS CLEAN..."

"SURE, IT'LL GET YOU HEADLINES, GOVERNOR, BUT ARE YOU CERTAIN IT'S WORTH IT?!"

"TO THE YOUTH OF AMERICA— I RESPECT YOUR IDEALISM. I SHARE YOUR CONCERN FOR PEACE. I WANT PEACE AS MUCH AS YOU DO..."

"HOWEVER..."

an indistinct, trembling line of light,
a cool strip of tarnished gold,
runs beneath the battered door
putting order into the dusky room.
familiar faces ring the bedside
in a pale, shadowy crescent,
maintaining a gaunt sobriety
before the old man's watery eyes.
on the darkened wall
is a picture that he liked
of a seagull descending
to a tattered ocean.
the man is thinking of a cadaver,
easily reclined
on damp, cold stones,
its eyes dissolved,
mushrooms sprouting from
its rotting pockets.
... simply an image in his hazy mind,
inscrutable and very dark,
as angels move softly
in his spotted head,
watching patiently,
through the ancient eyes,
the light beneath the door.

sylvan hardy

Keep on Truckin'

Marlette
after R. Crumb

HEGEL
MISS KOVACHEVICH
IS WATCHING
LIBER
RICE
EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT HEGEL
BY F.G. WEISS